



# Comprehensive School Improvement Plan

Joe Harrison Carter

Monroe County

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Tompkinsville, KY 42167

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

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

Joe Harrison Carter Elementary School serves approximately 237 students preschool through 5th grade. It is located north of Tompkinsville in rural Monroe County. Our student body consists of mostly white low to middle socio-economic status students. Less than 2% of our student population is Hispanic or African American. Our student body is almost evenly split between males and females.

Joe Harrison Carter has approximately thirteen certified teachers, three instructional assistants, one principal, and one guidance counselor along with approximately 8 other staff members including secretaries, cooks, and custodians. Our experienced staff averages 16 years. Their dedication provides our students with a warm, caring, and flexible setting while providing a diverse and challenging learning environment that empowers students to succeed. They incorporate best practice and research based teaching strategies in all classrooms. Parents and community volunteers are involved on a daily basis. They offer tremendous support and are a key element to our continued student success.

Our student demographics are split between 50% free/reduced and 50% paid which imparts upon our school the challenge of closing the achievement gap between the two groups. We strive daily to reduce barriers and meet the educational, social, and emotional needs of each child.

Joe Harrison Carter Elementary is blessed with a group of committed teachers, staff, students and parents. Our culture provides a wonderful place for students to learn, teachers and staff to work, and parents to volunteer. We are very proud of our school and will continue to strive for excellence.

## **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.**

Joe Harrison Carter Elementary School hosts a morning meeting every morning that includes all students and staff members. During this meeting we celebrate accomplishments (Accelerated Reader points, contests winners, birthdays, student success and good manners, etc.) review weekly events, pledge of allegiance, and expectations for students.

Include Mission, Vision, and Belief statement here

Our schedule at Joe Harrison Carter Elementary allows for intermediate students to change classes during the day. They rotate to 5 different teachers for Math, Reading, Science, Social Studies, and Writing throughout the day. Our primary classes are self-contained, with ability grouping for math and literacy blocks. Our Response to Intervention Program (RTI) is incorporated into the intermediate schedule and Primary Blocks provide intervention on a daily basis.

Our teachers regularly attend Professional Learning Committees, analyze formative and summative assessments, provide mastery teaching instruction, and emphasize differentiated instruction. Actions such as these support our mission statement and beliefs that we can help children reach their highest possible level.

## **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.**

In the spring of 2011 Joe Harrison Carter Elementary School BETA Club won first place in the national Songfest Competition. We also had a student place first in the State Photography competition. During the last three years our STLP Club has had many showcases win at the regional level and go on for competition at the state level. Our Academic Team has greatly improved in the last two years by placing in the District Governor's Cup in Quick Recall and Future Problem Solving.

Achievements scores with the CATS/KCCT testing systems showed much improvement throughout the years for Joe Harrison Carter Elementary School students. However, scores for the 2011-2012 K-PREP showed major gaps between socio economic Free-Reduced and Paid students along with some gaps between male and female students.

## **Additional Information**

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

Joe Harrison Carter Elementary School is a pilot school for the new Professional Growth and Evaluation System (PGES) in Kentucky. It is our goal that all professionals in our building model being life-long learners. We strive to grow each year, and continue to improve ourselves professionally.

The new PGES system evaluates certified personnel more often, and with a clearer set of expectations than in years past. We were excited to be a pilot school and begin learning about the new system before this became mandated for all schools in Kentucky. In the past 3 years our fifth grade students have participated in E-Discovery. For this program students design, assemble, and sale their products. Students are taught how to market their products and make a profit.

All students have had the opportunity to participate in the Eat Five and Thrive program. This program promotes healthy eating and recommends exercise for students to incorporate into their lifestyle.

### **JHC Sharpen Your Saw Activities**

This school year, JHC has adopted a new behavior incentive system based on Steven covey's "7-Habits". With this new system, students are rewarded for leadership behavior every Friday with Sharpen Your Saw activities. Students get to choose from a variety of fun teacher developed and executed activities. The system has been a huge success, and behavior is better than ever at JHC. Activities included: Nail Salon, Dolls, Trucks/Cars, Technology, Bunco, Minute To Win-It, Dodge Ball, and Building Blocks.

### **JHC Participates in NAEP Assessment**

This year, 4th grade students at JHC will be participating in NAEP testing.

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools, although state NAEP can report results by selected large urban districts. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessments. These grades and ages were chosen because they represent critical junctures in academic achievement.

### **Clubs**

In the 2010-2011 School year, the JHC Jr, Beta Club won 1st in the state, and 1st in the nation for their Songfest performance.

In the 2011-2012 School year, the JHC Academic Team placed first in the district.

In the 2011-2012 School year, the JHC STLP Club placed in the top 25 in the state.

In the 2011-2013 School year, Mrs. Tami Dodson was awarded with Beth Henderson award for outstanding STLP sponsor.

# **Achievement Gap Reduction 2013-2014**

## **Overview**

### **Plan Name**

Achievement Gap Reduction 2013-2014

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500

**Goal 1: Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)**

**Measurable Objective 1:**

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

**Strategy 1:**

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500	General Fund	Principal



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher RTI Strategies Training	Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500	Principal
<b>Total</b>					\$500	

# **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?**

### Reading

a. What Questions are you trying to answer with the data and information provided to you?

-How can we close the gap between free and reduced and paid students?

b. What does the data/information tell you?

3rd Grade:

-Novice: 25%

-Distinguished: 14%

-Proficient/ Distinguished: 46.4%

4th Grade:

-Novice: 32%

-Distinguished: 16%

-Proficient/ Distinguished: 47%

5th Grade:

-Novice: 45%

-Distinguished: 0%

-Proficient/ Distinguished: 20%

c. What does the data/information not tell you?

-It does not tell us the content knowledge. It doesn't explain each strand.

### Math

a. What Questions are you trying to answer with the data and information provided to you?

-Where are the gaps?

-What strategies can we use to help each student show growth?

b. What does the data/information tell you

-The data shows that 80% of the free/reduced are novice or apprentice.

-The data shows that 78.6% males scored novice or apprentice.

-The data shows that 42.2% females scored novice or apprentice.

c. What does the data/information not tell you?

-The data does not show a breakdown of each strand and the areas they are weak.

-The data does not give teachers a focus on what areas are of concern.

### Science

a. What Questions are you trying to answer with the data and information provided to you?

-Where are the gaps?

-Are there identifiable reasons for the gaps?

-What areas do we need to target for elimination of the gaps?

b. What does the data/information tell you?

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-Both the 2013 "All Students " and Gap group "Free and Reduced" had the number of Apprentice decrease and the number of Proficient/Distinguished increase.

-There were no Novice scores in Science during both years of 2012 and 2013.

-Out of the Free/Reduced (gap area) there were no novice, 31.6% Apprentice and 68.4% Prof./Dist.

-Females outperformed the males by percentage of their numbers.

-76.9% females (11 of 14 ) were P/D while 73.5% of males (14 of 20) were P/D)

-23.1% of females (3 of 14) were Apprentice and 26.5% of males (6 of 20) were Apprentice.

-Out of 733 elementary schools JHC had a Science raking of 1 for 2011-12 and out of 703 schools a raking of 1 for 2012-13.

-Reading scores could be a precursor for Science scores.

-5 of the 8 reading novice scored apprentice on science.

-Of the 9 apprentice in science 8 were connected by a novice or apprentice reading score.

-Of the 9 Science Apprentice scores 8 were correlated to students who scored novice or apprentice in Math.

-Of the 9 Science Apprentice scores

-6 had across the board Novice / Apprentice Scores in All Content Areas

c. What does the data/information not tell you?

-Students are not tested in Science in elementary except in 4th grade, therefore the data leaves no comparison of growth from year to year.

-Even if, there were science scores for prior years there still would be no true comparison due to grade level content concepts being diverse.

Each concept brings with it a new perceptible which requires its own unique skill set to comprehend, understand and apply. This, as in all subjects, can cause changes in scores depending on the ability of each individual to process the information.

-There are no performance score breakdown for multiple choice questions versus extended response. This leaves no way of knowing which area was weaker.

## Social Studies

a. What Questions are you trying to answer with the data and information provided to you?

-Why did the students in the gap category score lower than students who are not considered gap students?

b. What does the data/information tell you?

-The information shows that for 2012-2013 there were fewer distinguished and proficient students and more novice and apprentice.

c. What does the data/information not tell you?

-It does not break the information into big ideas of social studies (culture, history, economics, government, geography). It also does not break down the data into multiple choice and extended response scores.

## Writing

a. What Questions are you trying to answer with the data and information provided to you?

-Where are the gaps?

-What strategies can we use to help each student show growth?

b. What does the data/information tell you?

## Writing-On-Demand

-The data shows that 29% of the free/reduced are novice or apprentice.

-The data shows that 29% males scored novice or apprentice.

-The data shows that 29% females scored novice or apprentice

## Language Mechanics

-The data shows that 21 %of the free/reduced are novice or apprentice.

-The data shows that 24%males scored novice or apprentice.

-The data shows that 6%females scored novice or apprentice

c. What does the data/information not tell you?

-The data does not show a breakdown of each strand and the areas they are weak.

-The data does not give teachers a focus on what areas are of concern.

## 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?**

### Reading

a. What were the areas of strength you noted?

- In 3rd grade, the percentage of N decreased from 2012 to 2013.
- In 3rd grade, the percentage of A increased from 2012 to 2013.
- In 3rd grade, the percentage of P, increased from 2012 to 2013.
- In 3rd grade, the percentage of D increased from 2012 to 2013.
  
- In 4th grade, the percentage of N increased only 1% from 2012 to 2013
- In 4th grade, the percentage of P increased from 2012 to 2013
- In 4th grade, the percentage of D increased from 2012 to 2013

-In 5th grade, the percentage of N decreased from 2012 to 2013

-In 5th grade, the percentage of A increased from 2012 to 2013

-In 5th grade, the percentage of P increased from 2012 to 2013

b. What actions are you implementing to sustain the areas of strength?

-Leveled readers, Leveled Ability Groups, Differentiation, Literacy Centers/ Reading Stations, Literacy Block, ER weekly practice, RTI

c. What is there cause to celebrate?

-increases in Proficient and Distinguished and decreases in Novice

### Math

a. What were the areas of strength you noted?

-The data shows that 57.7% females scored proficient or distinguished.

-The academic achievement was higher.

b. What actions are you implementing to sustain the areas of strength?

-We are implementing more formative assessments.

-Scheduled RTI for 3rd and 5th grades.

c. What is there cause to celebrate?

-The overall math scored improved.

### Science

a. What were the areas of strength you noted?

-The Gap students did not have any Novice scores in Science.

-There were No Novice at all in Science.

b. What actions are you implementing to sustain the areas of strength?

-Continue to work with students to achieve their individual best.

-Expectations of all students are HIGH.

-Scores seem to reflect that current strategies are working and therefore will be continued.

c. What is there cause to celebrate?

-NO NOVICE in 4th grade Science.

-Science Subject Rank was 1 in both 2012 and 2103 years.

-Those students who generally fall in the Novice area in all other content area scored Apprentice in Science.

## Social Studies

a. What were the areas of strength you noted?

-The achievement score (89.1) for 2012-2013 is similar to that of 2011-2012 (77.5).

b. What actions are you implementing to sustain the areas of strength?

-Using higher order questioning

-Differentiation

-Spiral review

c. What is there cause to celebrate?

-The proficient score for 2012-2013 only dropped 1 point.

## Writing

a. What were the areas of strength you noted?

### Writing on Demand

-The data shows that only females scored distinguished.

-The academic achievement was higher.

### Language Mechanics

-The data shows that 94% females scored Proficient or Distinguished.

-The data shows that 32% males scored Proficient or Distinguished.

b. What actions are you implementing to sustain the areas of strength?

-We are implementing more emphasis on writing for K-5.

-We are focusing on applying writing concepts.

c. What is there cause to celebrate?

-Overall, we are Proficient in writing.

-We increased 3 points from last year in writing



## Opportunities for Improvement

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

#### Reading

a. What were areas in need of improvement?

-Decrease our number of Novice in all 3 grades and increase Proficient and Distinguish in all 3 grades

b. What plans are you making to improve the areas of need?

-Data Binders where the students can chart their growth, and be held more accountable for their own learning and progress.

-KPREP Type Assessments (Thinklink, District CMAs)

-Continuing the items mentioned above to sustain the areas of strength (See Above)

#### Math

a. What were areas in need of improvement?

-RTI- scheduled small group for each grade level

-Differentiated instruction

b. What plans are you making to improve the areas of need?

-Looking at and adjusting schedules

-MaRTi grant- teacher training

#### Science

a. What were areas in need of improvement?

-Targeting Apprentice to improve as much as possible toward proficient.

b. What plans are you making to improve the areas of need?

-Working with those who struggle with a specific concept as much as possible one-on-one.

-Formative assessments guide instruction for concepts and for individual learning.

-RTI is already in place for reading which might directly affect all other content scores.

-Continuing Hands-on activities.

-Providing various ways of learning to meet all learning styles.

-Encourage study habits, 110% effort, testing strategies, and high expectations for all.

#### Social Studies

a. What were areas in need of improvement?

-The area of improvement in social studies is the gap area.

b. What plans are you making to improve the areas of need?

-Trying to work with grade level teacher to coordinate a RTI block two days a week

-Continue to differentiate instruction

-Continue with formative assessment

-Continue with extended response practice on a weekly basis

#### Writing

a. What were areas in need of improvement?

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-Only 3 boys scored Proficient no Distinguished.

b. What plans are you making to improve the areas of need?

-Focusing on the writing standards from K-5.

-Focus on teaching writing from K-5

## Conclusion

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

### Reading

a. What are your next steps in addressing areas of concern?

Goal: Decrease the number of Novice

Measurable Objective: (Use Percentages) 28% or less will score Novice in Reading

Strategies: Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies

### Math

a. What are your next steps in addressing areas of concern?

Goal: Improve math scores in achievement, gaps, and growth.

Measurable Objective: (Use Percentages) Increase the overall points from 59.1% to 62%

Strategies: We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

### Science

a. What are your next steps in addressing areas of concern?

Goal: Improve current students' classroom levels by end of year.

Measurable Objective: 15% of students who tested across the board Novice and/or Apprentice in 3rd grade will score Apprentice or above in Science.

Strategies: Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

### Social studies

a. What are your next steps in addressing areas of concern?

Goal: To increase the number of proficient and distinguished gap students in social studies by 4 points.

Measurable Objective: (Use Percentages) By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60%.

Strategies: RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

### Writing

a. What are your next steps in addressing areas of concern?

Goal: Improve writing scores in achievement, gaps, and growth.

Measurable Objective: (Use Percentages) Increase the overall points from 63.5 to 66.5.

Strategy: We will continue to improve writing teaching strat

# **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 school year the staff conducts a comprehensive needs assessment, which includes a review of academic achievement data for all students and assesses the needs of the school relative to each of the schoolwide program components. Grade levels are assessed based on the various assessments they have taken the previous year and pre-test that given at the beginning of each year to insure that instruction is focused on the needs of each student. Lesson plans, schedules, etc. are revised as needed for all students to be successful in all content areas.	

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 school plans and develops Schoolwide research-based instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students. Strategies include MaRti, MaRti Plus, Reading Recovery, Math Recovery, Add+Vantage, EERTI (Enacting Effective Intervention Response to Intervention), Math Circle, and Math Talks. Along with these instructional based strategies teachers plan include Best Practices and incorporate the Framework for Teaching to provide the most comprehensive lessons for all students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Transition strategies are planned for preschool students who will be entering kindergarten. Teachers in both areas work closely to insure students will be provided with the instruction and care needed to be successful during the implementation process.	

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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 school has planned and developed schoolwide research-based instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards. Students in Kindergarten through 2nd grade participate in literacy and math blocks based on their ability. Students in intermediate grades are provided response to intervention at various times of the week as scheduled. Reading and Math Recovery are also provided to students who are not mastering specific skills in the areas of Language arts and Math.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We currently do not have monetary incentives at our school to recruit and retain highly qualified staff. However, all of our staff have been deemed highly qualified. Furthermore, we have a rigorous application and interview process for hiring new staff members, utilizing the school's SBDM council.	

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	Our paraprofessionals work under the supervision of highly qualified certified staff members.	

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	All funds were spent on staff salaries. Documentaion of this may be found at the district level.	

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	The school's SBDM council developed and approved the school's Parent involvement policy and compact.	Parent Involvement Policy and Compact

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Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	This is further documented in the SBDM policies.	

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	On an as-needed basis. Data Driven.	

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	-KPREP test analysis each year in the Fall. -Data analysis of all assessment data on a continuous basis.	

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	Our entire school is Title 1 eligible.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Our entire student body is eligible.	

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	We utilize all federal, state and local programs available to our students..	

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

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



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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	-Continual Data Analysis	

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	All paraprofessionals are directly supervised by certified Highly Effective staff.	

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	All documentation housed at the district level.	

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	Items attached to a different question in this section.	

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	-On an as-needed basis -Data Driven	

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

# Comprehensive School Improvement Plan

Joe Harrison Carter

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://www.monroe.kyschools.us/userfiles/1344/JHC%20CSIP%202012-2013-0-1.pdf">http://www.monroe.kyschools.us/userfiles/1344/JHC%20CSIP%202012-2013-0-1.pdf</a>	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	Currently N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	-N/A	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	N/A	

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	-We strive to ensure that 75% of each paraprofessional's day is spent on the instruction of students. -Excludes clerical staff	

# Comprehensive School Improvement Plan

Joe Harrison Carter

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes	-See previous response	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	-Staffing for cap size was only achieved through the use of Title 1 funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

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## Component 1: Comprehensive Needs Assessment

### Comprehensive Needs Assessment

**Goal 1:**  
Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

**Measurable Objective 1:**  
demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

**Strategy1:**  
Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis. Grades three through five will incorporate reading and math RTI classes into their regular schedule.  
Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

**Goal 2:**  
Decrease the number of Novice in Reading

**Measurable Objective 1:**  
demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

**Strategy1:**  
Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -  
Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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## Goal 5:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60% by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff



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## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

**Goal 1:**  
Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

**Measurable Objective 1:**  
demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

**Strategy1:**  
Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis. Grades three through five will incorporate reading and math RTI classes into their regular schedule.  
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Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

**Goal 2:**  
Decrease the number of Novice in Reading

**Measurable Objective 1:**  
demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

**Strategy1:**  
Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -  
Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve current students' classroom levels by end of year in Science.

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collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

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## Component 3: Instruction By Highly Qualified Teachers and Paraeducators

### Instruction By Highly Qualified Teachers and Paraeducators

#### Goal 1:

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

#### Measurable Objective 1:

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

#### Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

#### Goal 2:

Decrease the number of Novice in Reading

#### Measurable Objective 1:

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

#### Strategy1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

### Goal 3:

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demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

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Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

### Goal 4:

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Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

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Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

### Narrative:

All our certified staff are Highly Educated Certifies. All staff will assist with the initiatives chosen.

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

### High Quality Professional Development for Principals, Teachers, and Paraprofessionals

**Goal 1:**  
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# Comprehensive School Improvement Plan

Joe Harrison Carter

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# Comprehensive School Improvement Plan

Joe Harrison Carter

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### Strategy1:

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Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

**Goal 1:**  
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**Strategy1:**  
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Joe Harrison Carter

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# Comprehensive School Improvement Plan

Joe Harrison Carter

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### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

### Component 6: Parent Involvement

#### Parent Involvement

**Goal 1:**  
Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

**Measurable Objective 1:**  
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**Goal 2:**  
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**Strategy1:**  
Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -  
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# Comprehensive School Improvement Plan

Joe Harrison Carter

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Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

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Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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## Goal 5:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60% by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

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## Component 7: Transition to Kindergarten

### Transition to Kindergarten

#### Goal 1:

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

#### Measurable Objective 1:

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

#### Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

#### Goal 2:

Decrease the number of Novice in Reading

#### Measurable Objective 1:

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

#### Strategy1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:



# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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## Goal 5:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60% by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

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

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

**Goal 1:**

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

**Measurable Objective 1:**

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

**Strategy1:**

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis. Grades three through five will incorporate reading and math RTI classes into their regular schedule.  
Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

**Goal 2:**

Decrease the number of Novice in Reading

**Measurable Objective 1:**

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

**Strategy1:**

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -  
Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60% by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

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

### Activities to Ensure that Students Meet State Academic Standards

**Goal 1:**  
Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

**Measurable Objective 1:**  
demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

**Strategy1:**  
Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis. Grades three through five will incorporate reading and math RTI classes into their regular schedule.  
Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

**Goal 2:**  
Decrease the number of Novice in Reading

**Measurable Objective 1:**  
demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

**Strategy1:**  
Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -  
Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

### Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

### Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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## Goal 5:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

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### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff



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## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

#### Goal 1:

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

#### Measurable Objective 1:

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

#### Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

#### Goal 2:

Decrease the number of Novice in Reading

#### Measurable Objective 1:

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

#### Strategy1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

### Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

### Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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## Goal 5:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60% by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I targeted assistance programs as outlined in Section 1115 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required targeted assistance planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

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## Component 1: Activities to Ensure Students Meet State Standards

### Activities to Ensure Students Meet State Standards

#### Goal 1:

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

#### Measurable Objective 1:

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

#### Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

#### Goal 2:

Decrease the number of Novice in Reading

#### Measurable Objective 1:

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

#### Strategy1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

### Goal 3:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

### Goal 4:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60% by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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## Goal 5:

Improve writing scores in achievement, gaps, and growth.

## Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

## Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff



## Component 2: School Planning

### School Planning

#### Goal 1:

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

#### Measurable Objective 1:

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

#### Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

#### Goal 2:

Decrease the number of Novice in Reading

#### Measurable Objective 1:

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

#### Strategy1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

# Comprehensive School Improvement Plan

Joe Harrison Carter

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### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

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## Component 3: Effective Methods and Instructional Strategies

### Effective Methods and Instructional Strategies

**Goal 1:**  
Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

**Measurable Objective 1:**  
demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

**Strategy1:**  
Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis. Grades three through five will incorporate reading and math RTI classes into their regular schedule.  
Research Cited: Reading Recovery and MAF

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Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

**Goal 2:**  
Decrease the number of Novice in Reading

**Measurable Objective 1:**  
demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

**Strategy1:**  
Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -  
Research Cited:

# Comprehensive School Improvement Plan

Joe Harrison Carter

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Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

### Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

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Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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### Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

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# Comprehensive School Improvement Plan

Joe Harrison Carter

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## Goal 5:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60% by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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## Component 4: Coordinate and Support Regular Program

### Coordinate and Support Regular Program

**Goal 1:**  
Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

**Measurable Objective 1:**  
demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

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## Component 5: Instruction by Highly Qualified Teachers and Paraeducators

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## Component 6: High Quality Professional Development

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# Comprehensive School Improvement Plan

Joe Harrison Carter

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## Component 7: Parent Involvement

### Parent Involvement

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Joe Harrison Carter

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## Component 8: Coordination and Integration of Programs

### Coordination and Integration of Programs

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# **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?**

All Staff, input from students, and guidance for the SBDM representing staff and parents/community.



## Relationship Building

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

Overall Rating: 3.71

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

## Communications

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

Overall Rating: 3.57

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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

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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.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

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

Overall Rating: 2.43

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

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	<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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

## 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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides one open house a year and offers some written materials about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> </ul>	Novice

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

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

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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: 2.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

## **Reflection**

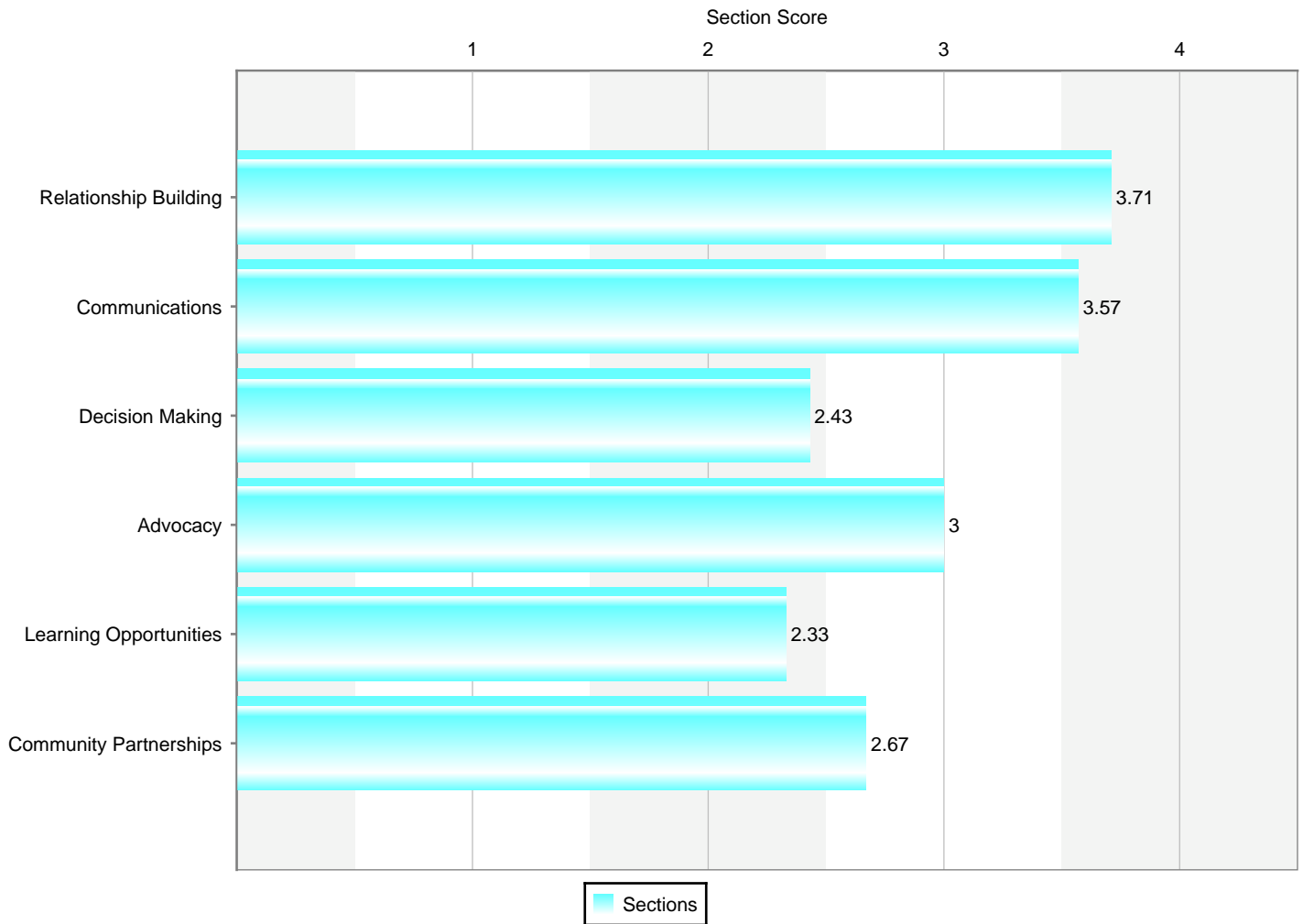
Reflect upon your responses to each of the Missing Piece objectives.

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

We have many strength. However, we need to ensure that constant communication with all stakeholders is made.

## 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.**

The community is involved as a resource for classroom instruction and for the purpose of targeting various groups of students for intervention. Community and Parent stakeholders assemble in parent meetings such as Leadership Nights. All stakeholders are notified via letter, email, and telephone.

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

Teachers analyze data and answer the five Needs Assessment questions in detail within their content areas. The school's SBDM reviews all data and the prepared CSIP for approval. Parents and teachers are represented on the SBDM.

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

The final CSIP is posted on the school and district websites. Progress on the CSIP is updated on the website periodically.

# **School Safety Diagnostic**

## **Introduction**

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



## School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Our plan was written and approved by the school's SBDM council.	JHC Emergency Plan Policy

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	See previous response	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	September 2013	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 2013	

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

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

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 2013	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes	Last drill - August 2013	

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	All interior and exterior doors locked all day every day. Magnetic lock for front entry door	

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	On file at school	

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Completed in August 2013	

# **Compliance and Accountability - Elementary Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

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## Planning and Accountability Requirements

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

**Goal 1:**

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

**Measurable Objective 1:**

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

**Strategy1:**

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

**Goal 2:**

Decrease the number of Novice in Reading

**Measurable Objective 1:**

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

**Strategy1:**

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:

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Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

### Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to Improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

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## Goal 5:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60% by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

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

## Goal 1:

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points

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increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

## Measurable Objective 1:

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

## Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

## Goal 2:

Decrease the number of Novice in Reading

## Measurable Objective 1:

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

## Strategy1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

## Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from



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59.1% to 62%.

## Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve writing scores in achievement, gaps, and growth.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

## Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

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

## Goal 1:

All incoming kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly with student content knowledge.

### Measurable Objective 1:

100% of All Students will demonstrate a behavior of having completed an ELA screening to determine letter and sound recognition as well as reading ability. in English Language Arts by 08/16/2013 as measured by Kindergarten screening assessment.

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## Strategy1:

Kindergarten Readiness Assessment - Kindergarten Teachers will collaboratively develop a kindergarten readiness screening assessment based on grade appropriate common core standards.

Research Cited: TBD

Activity - Kindergarten PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten PLC to collaboratively develop a kindergarten readiness screener that aligns with state standards	Academic Support Program	06/10/2013	08/02/2013	\$0 - General Fund	Principal Kindergarten Teachers

## Narrative:

Brigance Screener

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

## Goal 1:

All incoming kindergarten students will be assessed in the areas of reading and mathematics to insure instructional practices flow seamlessly with student content knowledge.

## Measurable Objective 1:

100% of All Students will demonstrate a behavior of having completed an ELA screening to determine letter and sound recognition as well as reading ability. in English Language Arts by 08/16/2013 as measured by Kindergarten screening assessment.

## Strategy1:

Kindergarten Readiness Assessment - Kindergarten Teachers will collaboratively develop a kindergarten readiness screening assessment based on grade appropriate common core standards.

Research Cited: TBD

Activity - Kindergarten PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten PLC to collaboratively develop a kindergarten readiness screener that aligns with state standards	Academic Support Program	06/10/2013	08/02/2013	\$0 - General Fund	Principal Kindergarten Teachers

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

## Goal 1:

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Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

## Measurable Objective 1:

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

## Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

## Goal 2:

Decrease the number of Novice in Reading

## Measurable Objective 1:

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

## Strategy1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

## Measurable Objective 1:

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demonstrate a proficiency to increase the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

## Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve writing scores in achievement, gaps, and growth.

## Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

## Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

Increase achievement for free and reduced lunch students at Joe Harrison Carter Elementary school so that the achievement gap points increase from 41.7 points in 2013 to 64.5 points in 2017 as measured by the school report (E,M,H, D)

## Measurable Objective 1:

demonstrate a proficiency by a 20% increase in Gap Group (Free/Reduced Lunch) scores by 05/14/2014 as measured by 2013-2014 KPREP Assessment. Meaning that 20% more of our free and reduced students will perform at or above the performance level of their non-free and reduced lunch peers..

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## Strategy1:

Reading intervention - Grades Kindergarten through second will continue and enhance literacy blocks on a daily basis.

Grades three through five will incorporate reading and math RTI classes into their regular schedule.

Research Cited: Reading Recovery and MAF

Activity - Teacher RTI Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive in house and out of district professional development in the areas of math and reading RTI.	Professional Learning	10/16/2013	01/31/2014	\$500 - General Fund	Principal

## Goal 2:

Decrease the number of Novice in Reading

### Measurable Objective 1:

demonstrate a behavior of 28% or less will score Novice in Reading by 05/30/2014 as measured by 2013-2014 KPREP.

## Strategy1:

Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies -

Research Cited:

Activity - Data Analysis, Formative Assessment, Positive Feedback, and Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Analysis, Formative Assessment, Positive Feedback/ Test Taking Strategies	Academic Support Program	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 3:

Improve math scores in achievement, gaps, and growth in Mathematics

### Measurable Objective 1:

demonstrate a proficiency to ncrease the overall points from 59.1% to 62% by 05/30/2014 as measured by Increase the overall points from 59.1% to 62%.

## Strategy1:

MaRTI - We will continue to receive MaRTi training and will improve teaching strategies. We will, as teachers, be more aware of those students in the gap group and their specific instruction.

Research Cited:

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Activity - MaRTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MaRTI	Professional Learning	10/28/2013	05/27/2016	\$5000 - Grant Funds	Pat Thompson and Shelly Scott

## Goal 4:

Improve current students' classroom levels by end of year in Science.

### Measurable Objective 1:

collaborate to improve current students' classroom levels by end of year. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Interventions - Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working individually as much as possible with students, teach with their learning style in mind. Continue high expectations for all level learners. Provide study and test taking strategies.	Direct Instruction	10/28/2013	05/30/2014	\$0 - General Fund	All Staff

## Goal 5:

To increase the number of proficient and distinguished gap students in social studies by 4 points.

### Measurable Objective 1:

demonstrate a proficiency By May of 2014, JHC will increase the social studies scores combined proficient and distinguished scores to 60%. by 05/30/2014 as measured by 2013-2014 KPREP.

### Strategy1:

Multiple Measures - RTI,-Curriculum assessment and alignment,-Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers

Research Cited:

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Activity - Multiple Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI,-Curriculum assessment and alignment,- Professional development, Discovery education assessments, CMA assessments, Field trips, Class speakers	Other	10/28/2013	05/30/2014	\$405 - General Fund	All Staff

## Goal 6:

Improve writing scores in achievement, gaps, and growth.

## Measurable Objective 1:

demonstrate a proficiency to increase the overall points from 63.5 to 66.5. by 05/30/2014 as measured by 2013-2014 KPREP.

## Strategy1:

Teaching Strategies - We will continue to improve writing teaching strategies.

Research Cited:

Activity - Teacher Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD	Professional Learning	10/28/2013	05/30/2014	\$300 - Title I Schoolwide	All Staff

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

## Goal 1:

100% of students will receive quality instruction in all areas covered by program reviews. This includes the content covered by every demonstrator listed for Arts, Practical Living, and Writing program reviews.

## Measurable Objective 1:

100% of All Students will complete a portfolio or performance in all areas covered by the Practical Living Program Review in Practical Living by 05/24/2013 as measured by teacher program review evidence entries and check-off list of entries.

## Strategy1:

Practical Living Program Review PLC - Teachers will collaboratively develop lesson units, plans, and strategies that address all the demonstrators for the practical living program review.

Research Cited: TBD

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Activity - Practical Living PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Practical Living Program Review PLC Strategy Sharing	Other	02/01/2013	05/24/2013	\$0 - General Fund	Principal All School Staff

## Measurable Objective 2:

100% of All Students will complete a portfolio or performance in the areas of arts and humanities outlined in the Arts and humanities Program Review in Art & Humanities by 05/24/2013 as measured by Office Staff who will enter each evidence into the school's intra-net as well as a checklist. Each area of the arts program review will be checked off as teachers submit the entries for evidence..

## Strategy1:

Arts Program Review PLC - Teachers will collaboratively develop lessons, units, and strategies for teaching all demonstrators covered by the arts program review in school level PLC's.

Research Cited: TBD

Activity - Arts Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts Program Review PLC	Other	02/01/2013	05/24/2013	\$0 - General Fund	Principal Counselor Teachers