

**COL. WM. CASEY ELEMENTARY SCHOOL
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
October, 2006**

**PATTY JONES, PRINCIPAL
LAURA MURRELL, ASST. PRINCIPAL
KIM ELLIS, COUNSELOR**

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The Mission of
Col. WM. Casey
Elementary
School is:

To be a school
where all
children CAN
learn, WILL
learn, and LOVE
to learn.

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SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2006-2008

The _____ Col. Wm. Casey _____ school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2004) prior to approval of our plan.

Chairperson, School Council

2-27-07
Date

Chairperson, School Planning Committee

2-27-07
Date

Plan Approved by the School Council:

Date

School Council Members:

Patty Jones, Principal	Melinda Franklin, Parent
Pam Geisselhardt, Teacher	Laurie Dunbar, Parent
Kim Ellis, Teacher	Becky Staton Taylor, Parent
Christie Paxton, Teacher	
Kathy Dean, Teacher	

EXECUTIVE SUMMARY

1. When and how did your school develop its mission statement? When and how did your school community last review it?

Our mission statement was first developed by our first School-Based Decision-Making Council with input from all stakeholders. This past fall we adopted a new mission statement that was voted on by staff after being narrowed to three choices by the SBDM Council

2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.

Each committee reviewed the SISI document and created questions that were comprised into a school needs assessment document. This was completed by all staff and many parents.

3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.

November-December 2007

4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?

Fall 2006

5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?

The achievement gap analysis was conducted in the fall of 2006.

6. When did the council review drafts of the components?

January 2007

7. When did the council review estimates for costs and drafts of Section 7 requests?

April 2006

8. When was the public meeting held to present the Plan to the community, and who attended?

February 26, 2007, PTA members and parents.

9. When did the council officially adopt your revised Plan?

February 26, 2007

10. When did the council officially adopt any Section 7 requests?

N/A

11. When and why has the Plan been revised since that data?

No revisions at this time.

12. How will you evaluate your Plan, and when?

The plan will be reviewed and revised annually through the Implementation and Impact process. Each committee will review the appropriate component through a needs assessment analysis.

13. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

Our committees included teachers, classified staff, community members, parents, and involved stakeholders. Community agencies represented included Lake Cumberland Health Department, Adanta, PTA, Lindsey Wilson College, 21st Century Community Learning Center and the Family Resource Center. We plan to add additional non-parent/school members to the rosters such as the Adult Learning Center, Family Literacy, and the public library, along with others. (See attached committee roster)

Action Component INSTRUCTIONAL PRACTICES

District Name _Adair County_____

Component Manager: Holly Shively

School Name _Col. Wm. Casey Elementary_____

Current Date : October, 2006

AI.

Priority Need: WRITING STRATEGIES	Goal: (A Goal addresses a Priority Need)
<p><u>Writing Instruction</u> Based on the 2005-2006 Needs Assessment Data and 2006 CATS data <u>writing instruction</u> needs to be integrated into the curriculum in all areas and needs to focus primarily on open response/on-demand writing strategies.</p>	<p>By September 2008, CATS data will reflect improved open response/on-demand writing skills as indicated by a 10% increase in the school's academic index and a 10% reduction in the gap among students with disabilities and low socio-economic status.</p>

II.

Cause(s) Contributing Factors: (Both positive and negative, Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.I.)
<ol style="list-style-type: none"> 1. Large percentage of CATS indices are derived from open response items. 2. Revised structure that does not provide writing specialist at our school. 3. Scheduling challenges for teachers. 	<p>IP:1.1 By September 2008, writing will be integrated into classroom instruction as evidenced by grade level portfolios developed and maintained beginning at kindergarten and monthly open response scrimmage analysis.</p>

Action Component INSTRUCTIONAL PRACTICES

District Name _Adair County_____
 School Name __Col. Wm. Casey Elementary_____

Component Manager: Holly Shively
 Current Date __October 2006__

AIII. Strategy/Activity: WRITING STRATEGIES

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
IP 1.1	Lesson plans will indicate at least one weekly exercise in open response writing instruction or practice.	Students will improve open response writing skills.	Monthly eWalk data Curriculum Specialist Feedback	Pam Phipps Carol Myer Individual classroom teachers	10/06	9/08	N/A
IP 1.1	Curriculum Specialist will provide assistance and professional development to teachers in writing strategies.	Teachers will be better prepared to instruct students in open response strategies.	Review of CS schedule by principal/district	Laura Murrell Carol Myers			
IP1.1	The school writing cluster leader will attend professional development meetings and provide resources to staff.	Teachers will have current knowledge and guidelines for writing development.	Principal will review PD logs and attend the SWC presentation to faculty	Pam Phipps			\$200
IP1.1	Portfolio guidelines will be developed and implemented by homeroom teachers.	Evidence of student writing will be provided and progress monitoring of writing development will occur.	Administration monthly walk-thrus And reviews of portfolios.	Pam Phipps Laura Murrell Carol Myers			\$150
IP1.1	Students with an IEP that indicates a language arts deficit will be provided intervention in writing by Special Education teaching staff.	The gap among students in writing skills will be decreased.	Review of IEP, classroom observation, and ARC data by administration	Laura Murrell Special Ed. Staff			
IP 1.1	The SBDM Council will request an additional teacher to provide writing instruction to students.	Direct instruction in writing will enhance students writing skills.	Minutes of the SBDM council meeting/request	Patty Jones			

Action Component INSTRUCTIONAL PRACTICES

District Name _Adair County_____
 School Name _Col. Wm. Casey Elementary_____

Component Manager: Holly Shively
 Current Date : October, 2006

BI.

Priority Need: ASSESSMENT	Goal: (A Goal addresses a Priority Need)
Assessment: Based on teacher growth plan review, administrator observation, and study of research-based practices there needs to be increased use of rubrics and benchmarks in daily instruction and assessment as a form of both progress monitoring and assessment.	By September 2008, students will have a greater understanding of academic expectations of teachers and assessment tools as indicated by a 10% increase in the school's CATS academic index and a 10% reduction in the achievement gaps of special education students and those receiving free and reduced lunch.

II.

Cause(s) Contributing Factors: <i>(Both positive and negative, Based on Needs Analysis)</i>	Objective(s) with Measures of Success: <i>(Begin with #A.1.)</i>
<ol style="list-style-type: none"> 1. Inconsistent and sporadic use of rubrics and benchmarks in regular classroom instruction. 2. The Kentucky Department of Education continues to emphasize the importance of these tools in instruction and assessment. 3. Students indicate misunderstanding of expectations. 4. Teachers indicate a need for personal growth in assessment strategies. 	IP 2.1 By September 2008, teachers will implement the use of rubrics and benchmarks into daily instructional practices as evidenced by displayed work, lesson plans, observation, and assessment documents.

Action Component INSTRUCTIONAL PRACTICES

District Name _Adair County_____
 School Name __Col. Wm. Casey Elementary____

Component Manager: Holly Shively
 Current Date : October, 2006

BIII. Strategy/Activity: ASSESSMENT

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
IP 2.1	Teachers will collaborate to develop rubrics for use with common assessments.	Teachers will be able to provide expectations and guidelines to students.	Review of lesson plans and observation of rubrics posted in classroom by administration.	Patty Jones Carol Myers	10/06	9/08	\$250
IP 2.1	Monthly learning checks using a common grade level rubric and benchmarks.	Teachers will be able to provide students with accurate feedback on performance.	Data reviewed by staff and administration montly	Patty Jones Carol Myers			
IP 2.1	Resources and reference materials will be purchased to assist teachers in creation and use of rubrics and benchmarks.	Teachers will have resources to implement rubrics and benchmarks.	Review of P.O. records by administration.	Patty Jones Carol Myers			
IP 2.1	Quality work as determined by the use of rubrics and/or scoring will be displayed.	Students will have examples of teacher expectations.	Observation of work displays by staff and administration.	Patty Jones Classroom teachers			
IP 2.1	Related Arts instructors will incorporate CATS like assessment into their instructional units	Students will apply content knowledge in related arts.	Review of lesson plans and observation by administration.	Patty Jones Related Arts Teachers			
IP 2.1	Administrators and instructional leaders will monitor teacher practices (via, eWalk, observations and formal evaluations) to ensure that research-based best practices are being utilized.	An increase in effective instructional practices by all teachers.	Data reviewed monthly by district administration and board members.	Patty Jones Tamara Keen			

Action Component INSTRUCTIONAL PRACTICES

District Name _Adair County_____
 School Name _Col. Wm. Casey Elementary_____

Component Manager: Holly Shively
 Current Date : October 2006

CI.

Priority Need: READING GAPS	Goal: (A Goal addresses a Priority Need)
<p>Based on CATS data and NCLB reports, students with IEP's and those on Free or Reduced Lunch status show significant gaps in academic performance on state assessments.</p>	<p>By September, 2008, CTBS disaggregated data will indicate a 10% decrease in the achievement gap among students with IEPs and on Free and Reduced Lunch status.</p>

II.

Cause(s) Contributing Factors: (Both positive and negative, Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.1.)
<ol style="list-style-type: none"> 1. Lack of increased direct instructions for students with reading deficits. 2. Evaluations indicate significant gaps in ability levels. 	<p>IP 3.1</p> <ol style="list-style-type: none"> 1. By May, 2008, 90% of students will score at the benchmark level on the DIBELS assessment.

Action Component INSTRUCTIONAL PRACTICES

District Name _Adair County_____
 School Name __Col. Wm. Casey Elementary____

Component Manager : Holly Shively
 Current Date : October 2006

CIIL. Strategy/Activity: READING GAPS

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
IP3.1	All students indicating a need for intensive or strategic intervention as indicated by the DIBELS scoring reports will receive an additional 30-60 minutes of reading intervention instruction.	Students will increase reading ability and skills.	Schedule and instruction reviewed and observed by Reaching Coach and Principal	Tamara Keen Patty Jones Vickie Hill Tobie Harmon	10/06	9/08	
IP 3.1	Materials will be purchased to supply targeted literacy centers to students in the regular classroom.	Specific skill deficits will be targeted and addressed.	P.O. s on file and use observed by RC and Principal	Tamara Keen Patty Jones			\$2,000
IP 3.1	Incoming kindergarten students will be screened for reading readiness.	Students individual needs will be met quicker.	Data utilized in placement of students.	Kim Ellis Patty Jones Kindergarten Staff			\$300
IP 3.1	Teachers will visit successful schools to gain ideas and insight into addressing reading gaps.	Teacher skill and confidence will increase.	Classroom observations by Principal	Tamara Keen Patty Jones			\$1500
IP 3.1	Students identified with reading deficits will be placed in after school programs.	Increased direct instruction for struggling students.	Attendance records reviewed by Camp Casey and Ess Coordinator and Principal	Sandy Curry Dana Harmon			\$2,000

IP3.1	Home visits will be initiated to homes of students at risk of academic failure.	Parents will be informed of ways to improve student achievement for their children.	Title I Logs of home visits	Dana Harvey Tamara Keen		\$1,500
IP3.1	Parent involvement activities will be planned and implemented to involve parents in academic activities with their children.	Parents will be more involved in their child's education and in the school community.	Sign in sheets on file of all Parent Involvement Activities.	Dana Harvey, Parent Liaison		\$2,000
IP 3.1	A summer reading program will be designed and implemented to decrease the level of reading decline that often occurs over summer break.	Students will return to school with minimal loss of reading skills as indicated by SRA Reading Mastery checkouts.	Participation logs and attendance logs on file with all involved programs.	Dana Harvey(Title I) Dana Harmon (21 st) Paula Garrison(FRC)		\$2,500
IP 3.1	Staff will attend Professional Development Activities that relate to implementation of research-based reading instructional practices. These may include, but are not limited to the KY Reading Assoc. Conference, SRA Related Trainings, school visits, KTLC, grade level institutes, etc.)	Staff will stay abreast of current trends and strategies in reading instruction.	Professional Growth Plans will be developed with principal and logs of PD will be reviewed by the principal and district PD coordinator.	Patty Jones Tamara Keen Phyllis Curry		\$2,500

Action Component INSTRUCTIONAL PRACTICES

District Name _Adair County_____
 School Name _Col. Wm. Casey Elementary_____

Component Manager : Holly Shively
 Current Date : October, 2006

DI.

Priority Need: MATH	Goal: (A Goal addresses a Priority Need)
<p>Math Resources:</p> <p>Based on 2006 CATS data and NCLB reports, there is a significant gap in achievement among students with IEPs and those on Free and Reduced Lunch status.</p>	<p>By September 2008, the gap among students with IEPs and those on Free and Reduced Lunch status will decrease by 10% as indicated by CATS and NCLB reports.</p>

II.

Cause(s) Contributing Factors: (Both positive and negative, Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.I.)
<p>1. Lack of a systematic research-based math intervention program. 2. Lack of a means of formal identification of students in need of math intervention by means of benchmark assessments.</p>	<p>IP 4.1 By September 2008, a systematic math intervention program will be implemented in the school as indicated by inventory and lesson plans. IP 4.2 By September 2008, a benchmark assessment program will be fully implemented in the school as indicated by assessment data.</p>

Action Component INSTRUCTIONAL PRACTICES

District Name _Adair County_____
 School Name __Col. Wm. Casey Elementary_____

Component Manager: Holly Shively
 Current Date : October 2006

DIIL. Strategy/Activity: MATH

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
IP 4.1	A systematic research-based math intervention program (i.e. Number Worlds) will be purchased and implemented school wide.	Students needing intensive intervention will receive appropriate instruction.	WHAS grant approval on file, observation of implementation by administration.	Patty Jones Anita Wethington	10/06	9/08	\$6,000
IP 4.1	Materials will be purchased to allow teachers to provide targeted interventions in the regular classroom and intervention classroom.	Students will receive additional reinforcement in areas of skill deficits in math.	P.O. records and observation of use by principal	Patty Jones			\$1,000
IP 4.1	Math intervention teachers will be hired to work with students needing intensive intervention.	Students needing intensive interventions in math will receive more direct instruction.	Personnel records , scheduling and observation of class by administrators.	Sandy Curry			\$2,500
IP 4.2	A math benchmark and progress monitoring assessment program (i.e. AIMSWeb) will be purchased and implemented school wide.	Students will be identified as needing intervention and progress monitoring will allow instruction to meet student needs.	Data Analysis by all staff members on a quarterly basis.	Patty Jones Mary Ann McQuaide Mike Akin			\$800
IP 4.2	Staff will participate in math related Professional Development activities that may include but are not limited to Number Worlds Training, Research Based Practices, Assessment training, KTLC, etc.	Staff will stay abreast of the latest trends and strategies in math instructional practices.	PD logs reviewed and observation of skill gained observed by principal	Patty Jones Dana Harvey			\$1,000

Action Component: INSTRUCTIONAL PRACTICES

District Name _Adair County_____

Component Manager: Holly Shively

School Name _Col. Wm. Casey Elementary_____

Current Date : October, 2006

EI.

Priority Need: CORE CONTENT FOCUS	Goal: (A Goal addresses a Priority Need)
<p>Based on data received from district administrators and the Voluntary Professional Assistance Team from KDE our lesson plans and instruction need to be tightly linked to core content.</p>	<p>By September 2008, teachers will provide evidence that all instruction is tightly linked by core content as evidenced by observation and lesson plan review.</p>

II.

Cause(s) Contributing Factors: (Both positive and negative, Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.1.)
<ol style="list-style-type: none"> 1. Changes in core content documents 2. Broad range of Primary Core content 3. Need to break down program of studies to grade specific levels for higher levels of implementation. 	<p>IP 5.1 By September 2008, teachers will work together to produce a curriculum map for reading, math, writing, science and social studies as evidenced by the finished document.</p> <p>IP 5.2 By September 2008, all teachers will indicate core content, program of studies, and DOK levels in lesson plans for reading and math.</p> <p>IP 5.3 By September 2008, all supplemental teachers will increase core content awareness, instruction, and assessment as indicated by observation, documentation, and lesson plans.</p>

Action Component: INSTRUCTIONAL PRACTICES

District Name _Adair County_____
 School Name _Col. Wm. Casey Elementary_____

Component Manager: Holly Shively
 Current Date _October 2006

EIII. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
IP 5.1	Teachers will meet in grade level teams to create a curriculum map for reading, math, writing, science, and social studies.	Instruction will be direct and consistent across all classrooms.	Weekly schedule will allow team meetings. Principal will attend periodic meetings with staff.	Patty Jones Laura Murrell	10/06	9/08	\$2,000
IP 5.1	Teachers will meet with adjoining grade levels to address and correct gaps in the curriculum mapping.	No portion of core content will be left untaught.	Curriculum Map will be presented prior to the 2007-2008 school year for implementation.	Patty Jones Laura Murrell			\$2,000
IP 5.2	Teachers will revise lesson planning format to include core content, program of studies, and DOK levels in all reading and math plans.	Documentation that core content is taught and implemented in all classrooms.	Monthly lesson plan checks by administrator	Patty Jones Laura Murrell			
IP 5.3	Supplemental teachers will incorporate open response and multiple choice CATS like assessments into instruction.	Students will be assessed and accountable in all subject areas.	Observation and review of student work samples by staff and administrators	Patty Jones Laura Murrell			
IP 5.3	New social studies curriculum materials will be selected and purchased.	Social Studies instruction will be more tightly aligned with core content and program of studies.	Textbook plan and P.O. data on file. Observation of implementation by administrator.	Julie Brockman Patty Jones Phyllis Curry			\$20,000
IP5.3	Walk-thrus and eWalks will be conducted to ensure that instruction is focused on core content.	Appropriate content will be taught in all classrooms.	Monthly review of data by district administrators	Patty Jones Laura Murrell Tammy Smith			
IP 5.3	Core Content focus will be emphasized via multiple intelligence instruction for Primary Talent Pool participants.	Student knowledge levels will be increased by participation in the program.	Schedule review and observation of instruction by PTP coordinator	Pam Geisselhardt			
IP 5.2	Teachers will participate in Professional Development as related to individual growth plans.	Individual areas of growth will be strengthened among all faculty members	Growth plans will be developed and reviewed with school administrator	Patty Jones			\$1,000

Action Component INSTRUCTIONAL RESOURCES

District Name _Adair County_____
 School Name _Col. Wm. Casey Elementary_____

Component Manager: Julie Brockman
 Current Date : October, 2006

AI.

<p>Priority Need: TECHNOLOGY</p>	<p>Goal: (A Goal addresses a Priority Need)</p>
<p>Based on inventory data, teacher feedback, and stakeholder needs assessment new updated computers and other media equipment, along with a full-time technology instructor is needed to maintain state standards for technology.</p>	<p>By September 2008, student access to state-of-the-art technology equipment and instruction will increase by 25%.</p>

II.

<p>Cause(s) Contributing Factors: <i>(Both positive and negative, Based on Needs Analysis)</i></p>	<p>Objective(s) with Measures of Success: <i>(Begin with #A.1.)</i></p>
<p>A. No KETS funding provided to school for the past 7 years for computers. B. School has used Title I funds to provide new computers during that time. C. No additional Title I or other funding currently available. D. Many machines are over 7 years old. E. Title I funds have been utilized to provide a technology instructor.</p>	<p>IR 1.1 By September, 2008, student's access to computers will increase as indicated by a minimum of one new computer being purchased for each classroom as indicated by inventory.</p> <p>IR 1.2 By September 2008, funding will be provided for school purchase of equipment as indicated by financial records.</p> <p>IR 1.3 By September 2008, students will have access to updated software programs.</p> <p>IR 1.4 By August 2007, a full-time technology instructor will be provided for the school's technology program.</p>

Action Component INSTRUCTIONAL RESOURCES

District Name _Adair County_____
 School Name __Col. Wm. Casey Elementary____

Component Manager: Julie Brockman
 Current Date : October, 2006

AIII. Strategy/Activity: TECHNOLOGY

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
IR 1.1	The school will request IDU funding to purchase new computers for the school lab.	Student access to state of the art equipment will increase resulting in higher achievement in technology standards	P.O./shipping documents on file. Machines installed by STC and staff	Patty Jones Justine Chapman Carla Perkins	10/06	9/08	\$27,000
IR 1.2	If it becomes necessary the SBDM Council will request funds from the BOE.	Funding will be provided for updated computers.	SBDM minutes on file	Patty Jones			
IR 1.3	Software will be purchased to enhance social studies and science instruction.	Students will have access to current social studies and science data.	Software inventory on file in lab. Implementation in lesson plans.	Justine Chapman			\$1,000
IR 1.3	Keyboarding will be taught beginning at the kindergarten level to enhance technology implementation and success.	Student participation in technology related activities will be enhanced and more successful.	Lesson plan and instruction review by administration.	Justine Chapman			
IR 1.4	The SBDM Council will request an additional teacher to provide technology instruction to students.	Staffing will be available for technology instruction, allowing Title I to provide reading and math instruction.	SBDM minutes	Patty Jones			

Action Component: SCHOOL COMMUNITY RELATIONS

District Name _Adair County_____
 School Name _Col. Wm. Casey Elementary_____

Component Manager : Amber Bledsoe
 Current Date : October, 2006

AI.

Priority Need: PUBLIC RELATIONS	Goal: (A Goal addresses a Priority Need)
<p>Based on needs assessment feedback from both teachers and parents the school needs to increase promotion and communication of school events and activities in the community and with stakeholders.</p>	<p>By September 2008, school news releases and newsletters will be distributed to all appropriate parties.</p>

II.

Cause(s) Contributing Factors: (Both positive and negative, Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.I.)
<ol style="list-style-type: none"> 1. Time 2. Lack of publishing resources 3. Reduced participation in PTA leadership 	<p>SC1.1 By September 2008, teachers will submit monthly news articles regarding class activities for publication in the school newsletter and possible community media outlets as evidenced by articles on file with the principal.</p> <p>SC 1.2 By September 2008, PTA membership and leadership capacity will increase as evidenced by meeting attendance, no vacant office positions, and increased participation in SBDM elections.</p> <p>SC 1.3 By September 2008</p>

Action Component __SCHOOL COMMUNITY RELATIONS

District Name _Adair County_____

Component Manager Amber Bledsoe

School Name _Col. Wm. Casey Elementary_____

Current Date _October 2006

AIII. Strategy/Activity: [Activity or strategic sequence of activities to achieve objective(s)]

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
SC 1.1	Principal will require monthly article or news events from all certified staff.	More information to share with community and stakeholders.	Scrapbook of all articles, pictures, etc on display in lobby	Patty Jones Laura Murrell	10/06	9/08	
SC 1.1	Teachers will produce and distribute a minimum of one classroom newsletter each month.	Parents better informed to participate and support school actions.	Copy of newsletter sent to principal	Patty Jones Laura Murrell			
SC 1.2	PTA will implement a membership/leadership drive to increase participation.	Increased parent involvement in the school	PTA attendance records maintained	PTA President Patty Jones			

Action Component __SCHOOL ENVIRONMENT

District Name _Adair County_____

School Name _Col. Wm. Casey Elementary_____

Component Manager : Linda Lewis

Current Date :, October, 2006

BI.

Priority Need: INSTRUCTIONAL BLOCKS	Goal: (A Goal addresses a Priority Need)
<p>Based on observation and needs assessment feedback the school schedule needs to reflect large blocks of instructional time as much as possible.</p>	<p>By September 2008, the schedule will continue to contain larger blocks of instructional time to allow uninterrupted instruction in reading and math for all students in order to increase assessment scores and reduce achievement gaps.</p>

II.

Cause(s) Contributing Factors: (Both positive and negative, Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.1.)
<ol style="list-style-type: none"> 1. Lack of classroom space for supplemental teachers 2. The large number of students requires a tight scheduling of classes. 3. The lack of a separate lunch and gym facility determines most of the activity time frames. 4. Some concern about recent changes to schedule. 5. All students at primary level cause interruptions to morning instruction. 	<p>SC 1.1 By September 2008, the school day will reflect minimum interruptions to regular classroom instruction as evidenced by the master schedule.</p>

Action Component SCHOOL ENVIRONMENT

District Name _Adair County_____
 School Name __Col. Wm. Casey Elementary_____

Component Manager: Linda Lewis
 Current Date : October, 2006

BIII. INSTRUCTIONAL BLOCKS

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
SC 1.1	Schedule will be created to allow for larger blocks of uninterrupted instruction for reading and math.	More direct instructional time for teachers and students.	Schedule designed and reviewed by SBDM.	Patty Jones Members of Scheduling Comm. SBDM Council	October 2006	Sept. 2008	

Action Component: SCHOOL ENVIRONMENT

District Name _Adair County_____

School Name _Col. Wm. Casey Elementary_____

Component Manager : Linda Lewis

Current Date : October 2006

CI.

Priority Need: Repairs /Maintenance	Goal: (A Goal addresses a Priority Need)
<p>Based on observation and needs assessment data there is a strong need for building repairs, maintenance, and wiring updates to existing facility.</p>	<p>By Sept. 2008, building repair and maintenance needs will be addressed by the responsible parties.</p>

II.

Cause(s) Contributing Factors: (Both positive and negative, Based on Needs Analysis)	Objective(s) with Measures of Success: (Begin with #A.1.)
<ol style="list-style-type: none"> 1. Building is over 40 years old. 2. Building has been targeted for replacement, but will be in use for at least five more years. 3. Local roofing company has indicated a need to replace the existing roof. 4. Fire Inspections indicate major deficits in building safety. 	<p>SC2.1 By Sept. 2008, all existing roof leaks will be repaired as evidenced by lack of standing water in the building.</p> <p>SC2.2 By Sept. 2008, custodians will remain updated in appropriate and effective cleaning procedures as evidenced by improved state of cleanliness in all areas of the building.</p> <p>SC2.3 By Sept. 2008, all 2-hole outlets replaced with 3-hole ground plug outlets</p> <p>SC2.4 By Sept. 2008, all panel boxes serving the school will be upgraded to provide an adequate number of safe electrical circuits as evidenced by observation and inventory.</p>

Action Component SCHOOL ENVIRONMENT

District Name _Adair County_____

Component Manager ___Linda Lewis_____

School Name __Col. Wm. Casey Elementary____ (If App.)

Current Date _October 2006_____

CIII. REPAIRS/MAINTENANCE

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
SC2.1	Additional roof problems will be repaired or replaced.	Leaks will stop.	Monthly facilities reports completed by staff.	Laura Murrell Randall Sneed Ricky Bault	10/06	9/08	
SC2.2	School custodians will take advantage of opportunities to stay abreast of current trends in custodian supplies and procedures.	School cleanliness will increase.	Observation and monthly facilities reports.	Patty Jones Laura Murrell Randall Sneed	10/06	9/08	
SC 2.3	Maintenance will replace all 2-hole outlets with 3-hole ground plug outlets	School will meet fire inspection codes.	Fire inspection on file in office	Darrell Treece Ricky Bault Patty Jones	10/06	9/08	
SC 2.4	Panel boxes in the school will be upgraded to provide adequate circuits on the following schedule: By Sept. 2008- cafeteria, stage, and rainbow hallway By Sept. 2008- library, middle hall, orange hallway By Sept 2008-yellow hallway, and speech rooms.	Student safety increased and less disruption of electrical service.	Data maintained of power outages caused by overloaded breakers.	Patty Jones Ricky Bault	10/06	9/08	

Action Component SCHOOL ENVIRONMENT

District Name _Adair County_____
 School Name _Col. Wm. Casey Elementary_____

Component Manager : Linda Lewis
 Current Date : October, 2006

DI.

Priority Need: NEW FACILITY	Goal: (A Goal addresses a Priority Need)
Based on needs assessment feedback, maintenance records, state evaluations, facility planning committee documents and observation, a new facility is needed to house Col. Wm. Casey.	By Sept. 2008 a new facility will be designed and under construction to provide students with a safer environment, advanced technology resources, adequate space and instructional resources.

II.

Cause(s) Contributing Factors: <i>(Both positive and negative, Based on Needs Analysis)</i>	Objective(s) with Measures of Success: <i>(Begin with #A.1.)</i>
<ol style="list-style-type: none"> 1. Age of building. 2. Lack of repair to building. 3. Wiring inadequacies of the building. 4. Safety inspections of the building. 	SC3.1By Sept. 2008 there will be evidence of facility plans, blueprints, and construction progress of a new building to house Col. Wm. Casey Elementary.

Action Component SCHOOL ENVIRONMENT

District Name _Adair County_____
 School Name __Col. Wm. Casey Elementary____

Component Manager: Linda Lewis
 Current Date : October 2006

EIII. Strategy/Activity: NEW FACILITY

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Monitoring	Responsible Person	Start Date	End Date	Estimated Costs
S 3.1	Strong representation of CWC stakeholders on facility plan committee.	A new facility will be under way to provide CWC students with a safer environment, advanced technology, adequate space, and resources to increase academic performance.	Facility Planning Committee membership data	Patty Jones SBDM Council Facility Members	10/06	9/08	
S 3.2	Needs assessment to demonstrate level of need for new building		Copies of needs assessments on file in principal's office				
S 3.3	SBDM Council will show support for facility committee to Board of Education for new building.		SBDM minutes				

SCHOOL COMMITTEES 2006-2007

INSTRUCTIONAL PRACTICES

(Curriculum/PD/Assessment)

Staff:

1. Holly Shively, Manager
2. Kim Downs
3. Tamara Keen
4. Jennifer Chamness
5. Sarah Burton
6. Bridget Rowe
7. Tobie Harmon
8. Annette Keltner
9. Marsha Hixson
10. Pam Phipps

Parents:

1. Jamie Birdwell
2. Leigh Ann Loy
3. Lisa Crawhorn

INSTRUCTIONAL RESOURCES

(Textbooks/Technology/Budget)

Staff:

1. Julie Brockman, Manager
2. Justine Chapman

3. Laura Marcum
4. Christie Paxton
5. Rita Partin
6. Kelly Robertson
7. Karla Stone
8. Dana Harvey
9. Inette Goodin
10. Jeannie Webb

Parents:

1. Kevin Jenkins
2. Debbie Burkhardt

SCHOOL ENVIRONMENT

(Discipline/Safety/Procedures/Facilities
Scheduling)

Staff:

1. Linda Lewis, Manager
2. Kim Ellis
3. Angie Hixson
4. Gayle West
5. Vickie Hill
6. Steve Burton
7. Debbie Bradshaw
8. Shay Knifley
9. Shirley Morrison
10. Lou Anne Coomer

Parents:

1. Alice Graves

2. Stephanie Conn

3. Brenda Huckaby

SCHOOL/COMMUNITY RELATIONS

(Public Rel./Newsletter/Attendance)

1. Amber Bledsoe, Manager

2. Laura Murrell

3. Chad Myers

4. Kathy Dean

5. Charlene Pike

6. Dana Harmon (21st Century)

7. Paula Garrison (FRC)

8. Larry Ennis (LWC)

9. Rhonica Herron (PTA)

Parents:

1. Tammy Coomer

2. Rebecca Beard