



KDE Comprehensive School Improvement Plan

Allen Elementary School
Floyd County

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Allen, KY 41601

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Allen Elementary School currently has an enrollment of 510 students and houses one headstart/preschool classroom consisting of 20 students. Allen Elementary is a rural, Title I school based upon the number of free and reduced lunch students that are enrolled. The school is located approximately 1 mile from US 23 on US 1428. During the past three years, there has been an administrative change, as well as, SBDM council change, new food service staff, and the addition of 5 new teachers to the instructional staff.

School's Purpose

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

The mission statement for Allen Elementary School can be expressed in one acronym: "E.A.G.L.E.S". This acronym represents the phrase "Every Adult Guides Learning for Every Student". This phrase expresses the important role that ALL adults play in the lives of children. We feel that the entire staff at Allen Elementary, in addition to parent volunteers, is an important aspect of student development. We have a fully staffed Arts and Humanities program (including PE, Art, Music, Library, and Computers) to provide each student with the A&H curriculum to teach the "whole child" and promote 21st century learners. Intense preparation of the EPAS assessment system to prepare students to achieve 68% College and Career Readiness by 2015.

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.

Improved in state rankings in both elementary and middle school on the initial KPREP data reports. All students at Allen Elementary will exceed their previous year's KPREP scores. All 7th and 8th grade students will meet or exceed their goals as determined by the EXPLORE assessment system.

Additional Information

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

Allen Elementary School currently has a 97% attendance goal for the 2012-2013 school year. The administration monitors and evaluates the Consolidated School Improvement Plan through walk-throughs, evaluations, lesson plans, Floyd County curriculum maps, Common Core check sheets, Professional Learning Committees team meeting sheets, and benchmark assessments.

AES Comprehensive School Improvement Plan 2015-2016

Overview

Plan Name

AES Comprehensive School Improvement Plan 2015-2016

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 the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$8849
2	Allen Elementary will increase Program Review Accountability Points in the area of writing.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
4	establish a baseline for increasing the percentage of effective teachers and principals at Allen Elementary based on the PGES evaluation system.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Allen Elementary School will increase the daily attendance average from 94.56% from 2014-2015 school year to 97% in the 2015-2016 school year.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2500
6	Increase the percentage of students who are college and career ready from 24% to 68% by 2015	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
7	Allen Elementary will reduce the percentage of novice scores by 50% by 2020.	Objectives: 2 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math KPREP scores from 62.1 to 64 in elementary and from 50 to 60.9 in middle school by 05/31/2016 as measured by 2016 KPREP scores.

Strategy 1:

Content Specific Resources - Students will receive instruction from various high level reading and math common core aligned materials to increase performance on the K-Prep assessment.

Category: Learning Systems

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader will promote student interest through guided independent reading activities. Student abilities to participate in rigorous content will be enhanced.	Technology	08/05/2015	05/31/2016	\$4073	Title I Schoolwide	Librarian and K-5 Teachers
Activity - Lexia Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI tier III identified students will use Lexia Core to address areas of content specific weaknesses. (no funding required, previously purchased)	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	RTI Intervention Teachers
Activity - StoryWorks Magazines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
StoryWorks Scholastic magazines provide students will an increased exposure to nonfiction reading materials with cross-curricular activities. Students will utilize textual evidence practices and increase grade level specific vocabulary while receiving rigorous instruction aligned with common core.	Direct Instruction	08/05/2015	05/31/2016	\$2400	Title I Schoolwide	3-5 Teachers
Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will opportunities to work on Moby Max. Students will take a placement test then work on individualized instruction based on student needs. Students will also work on math facts at their own pace.	Technology	08/05/2015	05/31/2016	\$699	Other	K-8 Teachers
Activity - iCurio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize iCurio to provide a variety of rigorous lessons in both math and reading.	Technology	08/05/2015	05/31/2016	\$0	District Funding	District Technology Team
Activity - Weekly ERQ Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice responding to ERQs weekly. Students will be given specific feedback from teachers as well as peers to improve response quality.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers
Activity - Common Core Supplemental Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with common core supplemental materials such as Common Core Ready and Jumpstart Coach to enhance the understanding of math and reading common core standards.	Direct Instruction	08/05/2015	05/31/2016	\$1677	Other	3-8 Teachers
Activity - RTI Intervention Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive instruction weekly with RTI interventions including one to one instruction and research based computer programs to increase math and reading KPREP scores. (programs previously purchased)	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	RTI Interventionist Classroom Teachers

Goal 2: Allen Elementary will increase Program Review Accountability Points in the area of writing.

Measurable Objective 1:

collaborate to increase the program review accountability points in writing from 7.5 to 9 by 05/31/2016 as measured by program review scoring rubrics .

Strategy 1:

Implementation of District Writing plan with fidelity - Administrators will monitor the implementation of the district writing plan with fidelity.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during weekly PLC meetings and exchange ideas for effective ways to improve the Program Review area of writing.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	All Teachers and Administration
Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Each grade level, K-8, will be responsible for implementing with fidelity grade level instruction adhering to the district writing plan. Teachers will document student samples in a program review notebook.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	Kindergarten through Eighth Grade teachers
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Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all Allen Elementary students from 62.1% for elementary to 64.3% and from 50.0% for middle school to 58.5% by 05/31/2016 as measured by KPREP assessment.

Strategy 1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons and increase student activity rigor based on current educational theories. Higher order questioning will be utilized to increase student critical thinking skills and to facilitate meaningful activities. All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Principal PGES

Research Cited: Highly Effective Teaching Characteristics

Activity - Common Core Resource Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of: Common Core Ready Math, Common Core Ready Reading k-8 (previously purchased) Common Core Reading and Math Coach grades 3-8 (funding addressed in previous goal)	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Study Island to assess student needs and to alter instruction as needed. (no funding required, purchased two year contract previously)	Technology	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

Activity - Teacher and Peer Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

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Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize specific content related learning targets (I can statements) to drive lessons. Students and teachers will decompose the learning targets into friendly language and use them as reference throughout daily lessons. Students will relate these targets to the goal of the lesson intentions.	Other - Goals	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

Activity - Assessment/Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use summative and formative asesessments, along with data collection reference sheets to monitor student progress to determine identification for RTI tiers and flexible grouping. Data will be routinely updated and sued as a reference to meet the needs of individual students.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

Goal 4: establish a baseline for increasing the percentage of effective teachers and principals at Allen Elementary based on the PGES evaluation system.

Measurable Objective 1:

collaborate to increase teacher and principal effectiveness by 05/31/2016 as measured by PGES system.

Strategy 1:

TPGES - Teachers and Administrators will become fluent with the TPGES for teachers and the PPGES for administrators. Both teachers and Administrators will reflect on daily practices to improve effectiveness. Administrators will provide additional trainings on TPGES during weekly PLC meetings.

Category: Professional Learning & Support

Research Cited: Kentucky PGES system

Activity - Professional Growth Guidance Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide teachers with examples of Professional Growth Plans. Administration will also provide teachers will opportunities to Peer Observe to become more familiar with the evaluation document.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	Principal Assistant Principal K-8 Teachers

Activity - Student Growth Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop student growth goals for classrooms based on baseline data and track for improvement during the 2015-2016 school year. Data will be kept in a binder for administration review.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Teachers Administrator s

Goal 5: Allen Elementary School will increase the daily attendance average from 94.56% from 2014-2015 school year to 97% in the 2015-2016 school year.

Measurable Objective 1:

collaborate to increase daily, monthly, and yearly attendance to 97% by 05/31/2016 as measured by infinite campus reports.

Strategy 1:

Attendance Monitoring - Administration will monitor daily attendance reports. Truant students will be identified and documented adhering to the school and district attendance policies. Administration will make daily phone calls home to households with students identified as absent.

Category: Other - Attendance

Activity - Daily Attendance Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phone calls home, home visits, announce classrooms with perfect attendance, and announce daily attendance goal and rank for the county.	Other - Attendance	08/05/2015	05/31/2016	\$0	No Funding Required	Seth Crisp
Activity - Weekly Attendance Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Announce perfect attendance for the week, award attendance trophy to classrooms with best attendance for the week, ice cream/snacks for classrooms with perfect attendance, parent letters, and attendance PLC.	Other - Attendance	08/05/2015	05/31/2016	\$2500	General Fund	Seth Crisp
Activity - Attendance incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with 97% attendance will be included in opportunities for various incentive recognitions throughout the year.	Policy and Process	08/05/2015	05/31/2016	\$0	No Funding Required	Administration PTO

Goal 6: Increase the percentage of students who are college and career ready from 24% to 68% by 2015

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 62.6% to 68% by 05/31/2016 as measured by proficient performance on K-PREP.

Strategy 1:

Instruction and Assessment - 6th-8th grade students will practice KPREP and ACT-like assessments in conjunction with rigorous and engaging classroom instruction.

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Category: Continuous Improvement

Research Cited: Best practices and instructional rigor

Activity - Additional Math Class Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given several math instruction opportunities throughout the day with an additional math class inserted into the daily schedule. Teachers will provide students with rigorous instruction and assessments that provide experience with College and Career readiness formats.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	6th-8th Teachers

Activity - Model Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model writing in reading class. Students will have Distinguished examples to promote higher order application in their daily writing which will increase proficiency on the KPREP assessment.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	6th-8th Teachers

Strategy 2:

Computer-based Programs - Students will utilize research based computer programs to promote proficiency on the KPREP and College and Career Readiness

Category: Integrated Methods for Learning

Research Cited: RTI strategies

Activity - Math Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Reflex Math and Moby Max daily for RTI interventions. Students will increase grade level proficiency for common core standards and proficiency towards College and Career Readiness goals.	Technology	08/05/2015	05/31/2016	\$0	Grant Funds	6th-8th Teachers

Goal 7: Allen Elementary will reduce the percentage of novice scores by 50% by 2020.

Measurable Objective 1:

collaborate to reduce the percentage of novice in elementary reading from 9.3% to 8.3% and elementary math from 5.3% to 4.6%. by 05/31/2016 as measured by KPREP assessment.

(shared) Strategy 1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons to increase student activity rigor based on current educational theories. Higher order questioning will be used to increase student critical thinking skills and to facilitate meaningful activities. All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Teacher PGES

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Research Cited: Highly Effective Teaching Characteristics

Activity - Common Core Resource Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of common core ready math and reading and common core coach.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

Activity - Teacher and Peer Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

Activity - RTI Intervention Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will be adjusted so that novice performing students will receive additional time with RTI interventionist. RTI interventionist will also collaborate with classroom teachers to work inside the classroom for small group instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers, Administration, RTI interventionist

Measurable Objective 2:

collaborate to to reduce the percentage of novice scores in middle school reading from 10.8% to 9.5% and middle school math from 6.2% to 5.5% by 05/31/2016 as measured by KPEP assessment.

(shared) Strategy 1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons to increase student activity rigor based on current educational theories. Higher order questioning will be used to increase student critical thinking skills and to facilitate meaningful activities. All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Teacher PGES

Research Cited: Highly Effective Teaching Characteristics

Activity - Common Core Resource Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of common core ready math and reading and common core coach.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

Activity - Teacher and Peer Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers

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Activity - RTI Intervention Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will be adjusted so that novice performing students will receive additional time with RTI interventionist. RTI interventionist will also colloborate with classroom teachers to work inside the classroom for small group instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	K-8 Teachers, Administration, RTI interventionist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core Supplemental Materials	Students will work with common core supplemental materials such as Common Core Ready and Jumpstart Coach to enhance the understanding of math and reading common core standards.	Direct Instruction	08/05/2015	05/31/2016	\$1677	3-8 Teachers
Moby Max	Teachers will provide students will opportunities to work on Moby Max. Students will take a placement test then work on individualized instruction based on student needs. Students will also work on math facts at their own pace.	Technology	08/05/2015	05/31/2016	\$699	K-8 Teachers
Total					\$2376	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Math Class Opportunities	Students will be given several math instruction opportunities throughout the day with an additional math class inserted into the daily schedule. Teachers will provide students with rigorous instruction and assessments that provide experience with College and Career readiness formats.	Direct Instruction	08/05/2015	05/31/2016	\$0	6th-8th Teachers
Attendance incentives	Students with 97% attendance will be included in opportunities for various incentive recognitions throughout the year.	Policy and Process	08/05/2015	05/31/2016	\$0	Administration PTO
Classroom Implementation	Each grade level, K-8, will be responsible for implementing with fidelity grade level instruction adhering to the district writing plan. Teachers will document student samples in a program review notebook.	Direct Instruction	08/05/2015	05/31/2016	\$0	Kindergarten through Eighth Grade teachers
Teacher and Peer Feedback	Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0	K-8 Teachers
Daily Attendance Protocols	Phone calls home, home visits, announce classrooms with perfect attendance, and announce daily attendance goal and rank for the county.	Other - Attendance	08/05/2015	05/31/2016	\$0	Seth Crisp
Weekly ERQ Practice	Students will practice responding to ERQs weekly. Students will be given specific feedback from teachers as well as peers to improve response quality.	Direct Instruction	08/05/2015	05/31/2016	\$0	K-8 Teachers

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Assessment/Data Collection	Teachers will use summative and formative asesements, along with data collection reference sheets to monitor student progress to determine identification for RTI tiers and flexible grouping. Data will be routinely updated and sued as a reference to meet the needs of individual students.	Academic Support Program	08/05/2015	05/31/2016	\$0	K-8 Teachers
Teacher and Peer Feedback	Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0	K-8 Teachers
Study Island	Teachers will utilize Study Island to assess student needs and to alter instruction as needed. (no funding required, purchased two year contract previously)	Technology	08/05/2015	05/31/2016	\$0	K-8 Teachers
Common Core Resource Materials	Common Core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of: Common Core Ready Math, Common Core Ready Reading k-8 (previously purchased) Common Core Reading and Math Coach grades 3-8 (funding addressed in previous goal)	Direct Instruction	08/05/2015	05/31/2016	\$0	K-8 Teachers
Learning Targets	Teachers will utilize specific content related learning targets (I can statements) to drive lessons. Students and teachers will decompose the learning targets into friendly language and use them as reference throughout daily lessons. Students will relate these targets to the goal of the lesson intentions.	Other - Goals	08/05/2015	05/31/2016	\$0	K-8 Teachers
RTI Intervention Schedule	Identified students will receive instruction weekly with RTI interventions including one to one instruction and research based computer programs to increase math and reading KPREP scores. (programs previously purchased)	Direct Instruction	08/05/2015	05/31/2016	\$0	RTI Interventionist Classroom Teachers
Student Growth Goal Setting	Teachers will develop student growth goals for classrooms based on baseline data and track for improvement during the 2015-2016 school year. Data will be kept in a binder for administration review.	Academic Support Program	08/05/2015	05/31/2016	\$0	Teachers Administrator s
PLC Meetings	Teachers will collaborate during weekly PLC meetings and exchange ideas for effective ways to improve the Program Review area of writing.	Professional Learning	08/05/2015	05/31/2016	\$0	All Teachers and Administration
RTI Intervention Scheduling	The master schedule will be adjusted so that novice performing students will receive additional time with RTI interventionist. RTI interventionist will also colloborate with classroom teachers to work inside the classroom for small group instruction.	Academic Support Program	08/05/2015	05/31/2016	\$0	K-8 Teachers, Administration , RTI interventionist
Professional Growth Guidance Activities	Administration will provide teachers with examples of Professional Growth Plans. Administration will also provide teachers will opportunities to Peer Observe to become more familiar with the evaluation document.	Professional Learning	08/05/2015	05/31/2016	\$0	Principal Assistant Principal K-8 Teachers
Common Core Resource Materials	Common core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of common core ready math and reading and common core coach.	Direct Instruction	08/05/2015	05/31/2016	\$0	K-8 Teachers

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Model Writing	Teachers will model writing in reading class. Students will have Distinguished examples to promote higher order application in their daily writing which will increase proficiency on the KPREP assessment.	Direct Instruction	08/05/2015	05/31/2016	\$0	6th-8th Teachers
Lexia Core	RTI tier III identified students will use Lexia Core to address areas of content specific weaknesses. (no funding required, previously purchased)	Technology	08/05/2015	05/31/2016	\$0	RTI Intervention Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Attendance Protocols	Announce perfect attendance for the week, award attendance trophy to classrooms with best attendance for the week, ice cream/snacks for classrooms with perfect attendance, parent letters, and attendance PLC.	Other - Attendance	08/05/2015	05/31/2016	\$2500	Seth Crisp
Total					\$2500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
iCurio	Teachers will utilize iCurio to provide a variety of rigorous lessons in both math and reading.	Technology	08/05/2015	05/31/2016	\$0	District Technology Team
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Programs	Students will use Reflex Math and Moby Max daily for RTI interventions. Students will increase grade level proficiency for common core standards and proficiency towards College and Career Readiness goals.	Technology	08/05/2015	05/31/2016	\$0	6th-8th Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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StoryWorks Magazines	StoryWorks Scholastic magazines provide students will an increased exposure to nonfiction reading materials with cross-curricular activities. Students will utilize textual evidence practices and increase grade level specific vocabulary while receiving rigorous instruction aligned with common core.	Direct Instruction	08/05/2015	05/31/2016	\$2400	3-5 Teachers
Accelerated Reader	Accelerated Reader will promote student interest through guided independent reading activities. Student abilities to participate in rigorous content will be enhanced.	Technology	08/05/2015	05/31/2016	\$4073	Librarian and K-5 Teachers
Total					\$6473	

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?

Allen Elementary works towards all students scoring at the proficient and distinguished level. We utilize a variety of data to identify areas of needs improvement. These include KPREP, common assessments, formative assessments based on learning targets, ThinkLink, Accelerated Reader, STAR reading test, discipline records, attendance records, teacher data sheets, and an analysis of student work.

The data shows that students are continually improving. Students with identified weakness are tracked and given opportunities for additional support. Data shows that math is still a school wide weakness.

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?

Weekly PLC meetings give teachers and administrators time to discuss data and assessments, and create plans to improve student learning. Allen Elementary is focusing on celebrating students' academic achievements, overall KPREP achievement, individual goals met, class successes, etc.

The administration and staff are continuing to implement strategies including higher order questioning, random sampling, review of learning targets, and differentiation of instruction. Celebration has occurred as the students improved on the state KPREP assessments reaching School of Distinction in elementary and distinguished in middle school.

Opportunities for Improvement

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

Needs improvement includes providing students with additional resources and support in the area of mathematics. The master schedule has been changed to include additional support to students in the areas of reading and mathematics. This type of assistance will continue and will include other subject areas.

Conclusion

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

Allen Elementary continues to address areas of concern. We will consistently address gap areas, as well as mathematics and find ways to continue to decrease the gap instudents' performance, including but not limited to

- training in the area of differentiation
- the use of intentional, specific reading leveled text
- the use of protected RTI time
- additional resource material for mathematics
- participation in Carnegie Grant

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:
 establish a baseline for increasing the percentage of effective teachers and principals at Allen Elementary based on the PGES evaluation system.

Measurable Objective 1:
 collaborate to increase teacher and principal effectiveness by 05/31/2016 as measured by PGES system.

Strategy1:
 TPGES - Teachers and Administrators will become fluent with the TPGES for teachers and the PPGES for administrators. Both teachers and Administrators will reflect on daily practices to improve effectiveness. Administrators will provide additional trainings on TPGES during weekly PLC meetings.

Category: Professional Learning & Support

Research Cited: Kentucky PGES system

Activity - Professional Growth Guidance Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide teachers with examples of Professional Growth Plans. Administration will also provide teachers will opportunities to Peer Observe to become more familiar with the evaluation document.	Professional Learning	08/05/2015	05/31/2016	\$0 - No Funding Required	Principal Assistant Principal K-8 Teachers

Activity - Student Growth Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop student growth goals for classrooms based on baseline data and track for improvement during the 2015-2016 school year. Data will be kept in a binder for administration review.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	Teachers Administrators

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

Goal 1:
 Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

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Allen Elementary School

Measurable Objective 1:

collaborate to increase the averaged combined reading and math KPREP scores from 62.1 to 64 in elementary and from 50 to 60.9 in middle school by 05/31/2016 as measured by 2016 KPREP scores.

Strategy1:

Content Specific Resources - Students will receive instruction from various high level reading and math common core aligned materials to increase performance on the K-Prep assessment.

Category: Learning Systems

Research Cited:

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will promote student interest through guided independent reading activities. Student abilities to participate in rigorous content will be enhanced.	Technology	08/05/2015	05/31/2016	\$4073 - Title I Schoolwide	Librarian and K-5 Teachers

Activity - iCurio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize iCurio to provide a variety of rigorous lessons in both math and reading.	Technology	08/05/2015	05/31/2016	\$0 - District Funding	District Technology Team

Activity - Common Core Supplemental Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with common core supplemental materials such as Common Core Ready and Jumpstart Coach to enhance the understanding of math and reading common core standards.	Direct Instruction	08/05/2015	05/31/2016	\$1677 - Other	3-8 Teachers

Activity - RTI Intervention Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive instruction weekly with RTI interventions including one to one instruction and research based computer programs to increase math and reading KPREP scores. (programs previously purchased)	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	RTI Interventionist Classroom Teachers

Activity - Lexia Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI tier III identified students will use Lexia Core to address areas of content specific weaknesses. (no funding required, previously purchased)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	RTI Intervention Teachers

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Activity - Weekly ERQ Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice responding to ERQs weekly. Students will be given specific feedback from teachers as well as peers to improve response quality.	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - StoryWorks Magazines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
StoryWorks Scholastic magazines provide students will an increased exposure to nonfiction reading materials with cross-curricular activities. Students will utilize textual evidence practices and increase grade level specific vocabulary while receiving rigorous instruction aligned with common core.	Direct Instruction	08/05/2015	05/31/2016	\$2400 - Title I Schoolwide	3-5 Teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students will opportunities to work on Moby Max. Students will take a placement test then work on individualized instruction based on student needs. Students will also work on math facts at their own pace.	Technology	08/05/2015	05/31/2016	\$699 - Other	K-8 Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math KPREP scores from 62.1 to 64 in elementary and from 50 to 60.9 in middle school by 05/31/2016 as measured by 2016 KPREP scores.

Strategy1:

Content Specific Resources - Students will receive instruction from various high level reading and math common core aligned materials to increase performance on the K-Prep assessment.

Category: Learning Systems

Research Cited:

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Students will practice responding to ERQs weekly. Students will be given specific feedback from teachers as well as peers to improve response quality.	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Lexia Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI tier III identified students will use Lexia Core to address areas of content specific weaknesses. (no funding required, previously purchased)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	RTI Intervention Teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - StoryWorks Magazines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
StoryWorks Scholastic magazines provide students will an increased exposure to nonfiction reading materials with cross-curricular activities. Students will utilize textual evidence practices and increase grade level specific vocabulary while receiving rigorous instruction aligned with common core.	Direct Instruction	08/05/2015	05/31/2016	\$2400 - Title I Schoolwide	3-5 Teachers

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Activity - RTI Intervention Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive instruction weekly with RTI interventions including one to one instruction and research based computer programs to increase math and reading KPREP scores. (programs previously purchased)	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	RTI Interventionist Classroom Teachers

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

Goal 1:

Meet the 2019 delivery targets for GAP students as measured by KPREP assesement

Measurable Objective 1:

collaborate to reduce the percentage of novice GAP students to 2% in math for elementary, and 3% in math for middle school by 05/31/2016 as measured by KPREP math assessment..

Strategy1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons and increase student activity rigor based on current educational theories. Higher order questioning will be utilized to increase student critical thinking skills and to facilitate meaningful activities. All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Teacher PGES

Research Cited: Highly Effective Teaching Characteristics

Activity - Common Core Resources Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of : Common Core Ready Math, Common Core Ready Reading K-8(purchased previously) Common Core Coach Reading and Math grades 3-8. (funding addressed in previous goal)	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island to assess student needs and to alter instruction as needed. (no funding required, previously purchased two year contract.)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8

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Activity - Teacher and Peer Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Assessmen/Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use summative and formative assessments, along with data collection reference sheets to monitor student progress and to determine identification for RTI tiers and flexible grouping. Data will be routinely updated and used as a reference to meet the needs of individual students.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Learning Targets (I can statements)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize specific content related learning targets (I can statements) to drive lessons. Students and teachers will decompose the learning targets into friendly language and use them as reference throughout daily lessons. Students will relate these targets for the goal of the lesson intentions.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Measurable Objective 2:

collaborate to reduce the percentage of novice GAP students to 4% in reading for elementary, and 5% in reading for middle school by 05/31/2016 as measured by KPREP reading assessment.

Strategy1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons and increase student activity rigor based on current educational theories. Higher order questioning will be utilized to increase student critical thinking skills and to facilitate meaningful activities. All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Teacher PGES

Research Cited: Highly Effective Teaching Characteristics

Activity - Common Core Resources Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of : Common Core Ready Math, Common Core Ready Reading K-8(purchased previously) Common Core Coach Reading and Math grades 3-8. (funding addressed in previous goal)	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

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Allen Elementary School

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Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island to assess student needs and to alter instruction as needed. (no funding required, previously purchased two year contract.)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8

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Teachers will utilize specific content related learning targets (I can statements) to drive lessons. Students and teachers will decompose the learning targets into friendly language and use them as reference throughout daily lessons. Students will relate these targets for the goal of the lesson intentions.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Measurable Objective 3:

collaborate to increase the combined reading and math proficiency ratings for all Allen Elementary students from 62.1% for elementary to 64.3% and from 50.0% for middle school to 58.5% by 05/31/2016 as measured by KPREP assessment.

Strategy1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons and increase student activity rigor based on current educational theories. Higher order questioning will be utilized to increase student critical thinking skills and to facilitate meaningful activities. All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Teacher PGES

Research Cited: Highly Effective Teaching Characteristics

KDE Comprehensive School Improvement Plan

Allen Elementary School

Activity - Learning Targets (I can statements)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize specific content related learning targets (I can statements) to drive lessons. Students and teachers will decompose the learning targets into friendly language and use them as reference throughout daily lessons. Students will relate these targets for the goal of the lesson intentions.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

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Activity - Assessment/Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use summative and formative assessments, along with data collection reference sheets to monitor student progress and to determine identification for RTI tiers and flexible grouping. Data will be routinely updated and used as a reference to meet the needs of individual students.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Teacher and Peer Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island to assess student needs and to alter instruction as needed. (no funding required, previously purchased two year contract.)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

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Allen Elementary School

Measurable Objective 1:

collaborate to increase the averaged combined reading and math KPREP scores from 62.1 to 64 in elementary and from 50 to 60.9 in middle school by 05/31/2016 as measured by 2016 KPREP scores.

Strategy1:

Content Specific Resources - Students will receive instruction from various high level reading and math common core aligned materials to increase performance on the K-Prep assessment.

Category: Learning Systems

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students will opportunities to work on Moby Max. Students will take a placement test then work on individualized instruction based on student needs. Students will also work on math facts at their own pace.	Technology	08/05/2015	05/31/2016	\$699 - Other	K-8 Teachers

Activity - Lexia Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI tier III identified students will use Lexia Core to address areas of content specific weaknesses. (no funding required, previously purchased)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	RTI Intervention Teachers

Activity - iCurio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize iCurio to provide a variety of rigorous lessons in both math and reading.	Technology	08/05/2015	05/31/2016	\$0 - District Funding	District Technology Team

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will promote student interest through guided independent reading activities. Student abilities to participate in rigorous content will be enhanced.	Technology	08/05/2015	05/31/2016	\$4073 - Title I Schoolwide	Librarian and K-5 Teachers

Activity - StoryWorks Magazines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
StoryWorks Scholastic magazines provide students will an increased exposure to nonfiction reading materials with cross-curricular activities. Students will utilize textual evidence practices and increase grade level specific vocabulary while receiving rigorous instruction aligned with common core.	Direct Instruction	08/05/2015	05/31/2016	\$2400 - Title I Schoolwide	3-5 Teachers

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Activity - Weekly ERQ Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice responding to ERQs weekly. Students will be given specific feedback from teachers as well as peers to improve response quality.	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Common Core Supplemental Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with common core supplemental materials such as Common Core Ready and Jumpstart Coach to enhance the understanding of math and reading common core standards.	Direct Instruction	08/05/2015	05/31/2016	\$1677 - Other	3-8 Teachers

Activity - RTI Intervention Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive instruction weekly with RTI interventions including one to one instruction and research based computer programs to increase math and reading KPREP scores. (programs previously purchased)	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	RTI Interventionist Classroom Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Meet the 2019 delivery targets for GAP students as measured by KPREP assessment

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all Allen Elementary students from 62.1% for elementary to 64.3% and from 50.0% for middle school to 58.5% by 05/31/2016 as measured by KPREP assessment.

Strategy1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons and increase student activity rigor based on current educational theories. Higher order questioning will be utilized to increase student critical thinking skills and to facilitate meaningful activities. All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Teacher PGES

Research Cited: Highly Effective Teaching Characteristics

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Activity - Assessmen/Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use summative and formative assessments, along with data collection reference sheets to monitor student progress and to determine identification for RTI tiers and flexible grouping. Data will be routinely updated and used as a reference to meet the needs of individual students.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island to assess student needs and to alter instruction as needed. (no funding required, previously purchased two year contract.)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8

Activity - Teacher and Peer Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Common Core Resources Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of : Common Core Ready Math, Common Core Ready Reading K-8(purchased previously) Common Core Coach Reading and Math grades 3-8. (funding addressed in previous goal)	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Learning Targets (I can statements)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize specific content related learning targets (I can statements) to drive lessons. Students and teachers will decompose the learning targets into friendly language and use them as reference throughout daily lessons. Students will relate these targets for the goal of the lesson intentions.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Measurable Objective 2:

collaborate to reduce the percentage of novice GAP students to 4% in reading for elementary, and 5% in reading for middle school by 05/31/2016 as measured by KPREP reading assessment.

Strategy1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons and increase student activity rigor based on current educational theories. Higher order questioning will be utilized to increase student critical thinking skills and to facilitate meaningful activities.

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All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Teacher PGES

Research Cited: Highly Effective Teaching Characteristics

Activity - Learning Targets (I can statements)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize specific content related learning targets (I can statements) to drive lessons. Students and teachers will decompose the learning targets into friendly language and use them as reference throughout daily lessons. Students will relate these targets for the goal of the lesson intentions.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

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Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island to assess student needs and to alter instruction as needed. (no funding required, previously purchased two year contract.)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8

Activity - Assessment/Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use summative and formative assessments, along with data collection reference sheets to monitor student progress and to determine identification for RTI tiers and flexible grouping. Data will be routinely updated and used as a reference to meet the needs of individual students.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Measurable Objective 3:

collaborate to reduce the percentage of novice GAP students to 2% in math for elementary, and 3% in math for middle school by 05/31/2016 as measured by KPREP math assessment..

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Allen Elementary School

Strategy1:

Proficiency of Content Knowledge - Teachers will differentiate daily classroom lessons and increase student activity rigor based on current educational theories. Higher order questioning will be utilized to increase student critical thinking skills and to facilitate meaningful activities. All students will demonstrate high levels of learning through written responses and classroom projects.

Category: Teacher PGES

Research Cited: Highly Effective Teaching Characteristics

Activity - Common Core Resources Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core supplemental materials will be used to provide all students with common core aligned instruction. Materials consist of : Common Core Ready Math, Common Core Ready Reading K-8(purchased previously) Common Core Coach Reading and Math grades 3-8. (funding addressed in previous goal)	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Learning Targets (I can statements)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize specific content related learning targets (I can statements) to drive lessons. Students and teachers will decompose the learning targets into friendly language and use them as reference throughout daily lessons. Students will relate these targets for the goal of the lesson intentions.	Other	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Teacher and Peer Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will provide specific content related feedback detailing areas of strength and needs improvement to focus learning of the common core.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

Activity - Assessmen/Data Collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use summative and formative assessments, along with data collection reference sheets to monitor student progress and to determine identification for RTI tiers and flexible grouping. Data will be routinely updated and used as a reference to meet the needs of individual students.	Academic Support Program	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8 Teachers

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Allen Elementary School

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island to assess student needs and to alter instruction as needed. (no funding required, previously purchased two year contract.)	Technology	08/05/2015	05/31/2016	\$0 - No Funding Required	K-8

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college and career ready from 24% to 68% by 2015

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 62.6% to 68% by 05/31/2016 as measured by proficient performance on K-PREP.

Strategy1:

Instruction and Assessment - 6th-8th grade students will practice KPREP and ACT-like assessments in conjunction with rigorous and engaging classroom instruction.

Category: Continuous Improvement

Research Cited: Best practices and instructional rigor

Activity - Additional Math Class Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given several math instruction opportunities throughout the day with an additional math class inserted into the daily schedule. Teachers will provide students with rigorous instruction and assessments that provide experience with College and Career readiness formats.	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	6th-8th Teachers

Activity - Model Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model writing in reading class. Students will have Distinguished examples to promote higher order application in their daily writing which will increase proficiency on the KPREP assessment.	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	6th-8th Teachers

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Strategy2:

Computer-based Programs - Students will utilize research based computer programs to promote proficiency on the KPREP and College and Career Readiness

Category: Integrated Methods for Learning

Research Cited: RTI strategies

Activity - Math Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Reflex Math and Moby Max daily for RTI interventions. Students will increase grade level proficiency for common core standards and proficiency towards College and Career Readiness goals.	Technology	08/05/2015	05/31/2016	\$0 - Grant Funds	6th-8th Teachers

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

Goal 1:

Allen Elementary will increase Program Review Accountability Points in the area of writing.

Measurable Objective 1:

collaborate to increase the program review accountability points in writing from 7.5 to 9 by 05/31/2016 as measured by program review scoring rubrics .

Strategy1:

Implementation of District Writing plan with fidelity - Administrators will monitor the implementation of the district writing plan with fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level, K-8, will be responsible for implementing with fidelity grade level instruction adhering to the district writing plan. Teachers will document student samples in a program review notebook.	Direct Instruction	08/05/2015	05/31/2016	\$0 - No Funding Required	Kindergarten through Eighth Grade teachers

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during weekly PLC meetings and exchange ideas for effective ways to improve the Program Review area of writing.	Professional Learning	08/05/2015	05/31/2016	\$0 - No Funding Required	All Teachers and Administration

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	The school conducted a comprehensive needs assessment in which all faculty reviewed academic achievement data from the 2015 KPREP assessment and assessed the needs of the school and programs as well as individual students.	

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 developed a master schedule that increased the amount of quality learning time and provided additional support to students such as RTI interventions.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Allen Elementary has a school planned transition strategy for preschool students. Students work with a certified teacher to begin Kindergarten level activities.	

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school planned strategies to retain highly qualified teachers by offering a warm family oriented environment that promotes students learning and attendance.	

KDE Comprehensive School Improvement Plan

Allen Elementary School

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

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	The school utilizes weekly PLC meetings to provide additional professional development style activities, as well as holds monthly faculty meetings. Faculty also participates in a summer Teachers Academy.	

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

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Identified students have a plan to improve academics and have access to additional support services such as small group instruction, on-to-one instruction with RTI interventionist, and computer based instruction.	

KDE Comprehensive School Improvement Plan

Allen Elementary School

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

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

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

Label	Assurance	Response	Comment	Attachment
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	The school monitors students with Easy CBM assessments, Discovery Learning Reports, STAR assessments, and Moby Max data.	

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

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

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

KDE Comprehensive School Improvement Plan

Allen Elementary School

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		

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	Faculty meets to address implementation of the plan and to analyze student data.	

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 (provide the website link below).	Yes	The school website is kept current with the CSIP.	

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	No faculty members at Allen Elementary are consider non-highly qualified.	

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

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

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

KDE Comprehensive School Improvement Plan

Allen Elementary School

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

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

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

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

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Rachel Crider- Principal

Seth Crisp- Assistant Principal

Allen Elementary SBDM members

Staff Members

Relationship Building

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	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
2.7	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

Overall Rating: 3.14

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

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

KDE Comprehensive School Improvement Plan

Allen Elementary School

	Statement or Question	Response	Rating
3.7	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

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

	Statement or Question	Response	Rating
4.3	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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Allen Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.33

	Statement or Question	Response	Rating
5.1	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
5.2	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
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	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
5.6	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

Overall Rating: 2.67

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	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
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

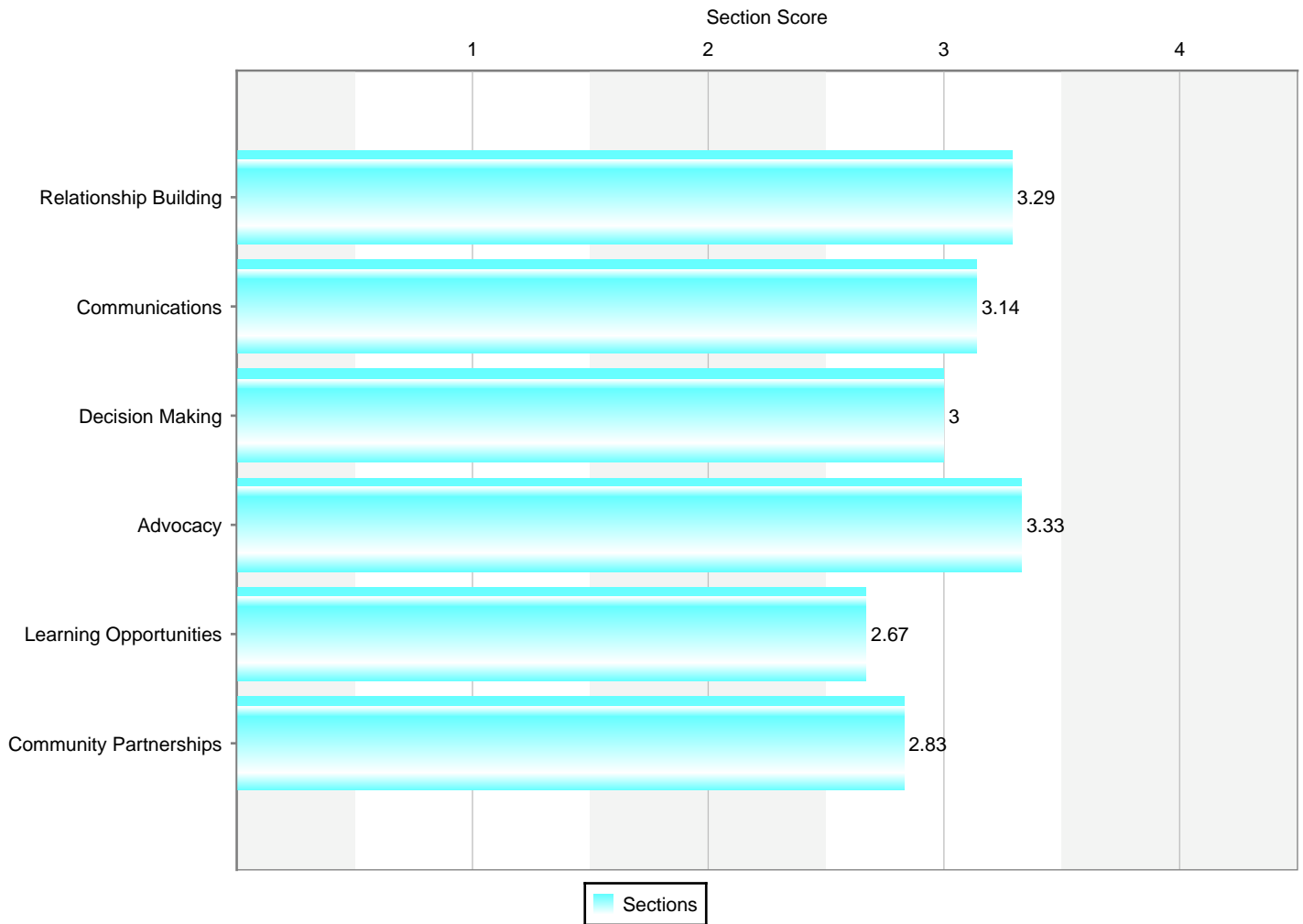
Reflect upon your responses to each of the Missing Piece objectives.

Strengths noted were based up staff involving parents in student academics an sharing current data on progress. This will continue as teachers track data and share with parents and students.

The are of improvement is the need to incorporate a plan to promote more parent participation in all aspects of the school environment. Administration will work with district staff and SBDM to devise a plan to provide more opportunities for parent involvement and leadership.

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.

A variety of stakeholders were involved in the development of our school's improvement plan. Input from our school's leadership team, feedback from SBDM members, and suggestions from both teachers and parents ultimately drove the development of this plan.

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

The representations from stakeholder groups that participated in the development of the improvement plan included the school leadership team (FRYSC, Custodian, Secretary, Administration, Teachers), SBDM members, parent volunteers, and faculty and staff.

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 improvement plan was communicated with SBDM members at their regular monthly meeting, to which all stakeholders are invited. Additionally, the plan will be posted on the school and district websites and hard copies given to faculty.

School Safety Report

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	Document is on file and approved by SBDM team. Document has been sent to local and state law enforcement officials.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	SBDM adopted the policy Fall 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Plan was adopted Fall 2015	

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	The school's EMP and a copy of the school's floor plan has been emailed to local and state law enforcement officials as requested by Lola Ratliff, District Emergency Management Coordinator.	

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	The plan is reviewed annual and revised as needed. The EMP Coordinator shares updates with staff at opening day meeting.	

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	EMP coordinator provided an updated copy of the EMP and discussed updates.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Fire officials reviewed plan and signed off in October 2015	

KDE Comprehensive School Improvement Plan

Allen Elementary School

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	Evacuation routes are posted in each room at any doorway used for evacuation with primary and secondary routes located. Safety walkthroughs are conducted routinely to check for postings.	

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	The local fire marshal has reviewed and approved designated safe zones for severe weather. Safety zones are posted in each room along with evacuation routes.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	AES uses the practices designed for Kentucky Center for School Safety concerning earthquakes.	

Label	Assurance	Response	Comment	Attachment
11.	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	Allen has practices designed to control access such as a camera and intercom system to gain access to front exterior door. All other exterior doors are kept locked along with classroom doors. All visitors must report to the office and sign in and all staff must wear identification badges. These policies have been shared using social media and hard copies with stakeholders.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Allen Elementary has completed all four emergency response drills within the first 30 days of school and keeps documentation in the EMP manual along with providing documentation for district officials.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	The school calendar has been created by administration to ensure all four emergency response drills occur within the first thirty days of instruction. District EMP coordinator also keeps an updated spreadsheet.	

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Barriers identified from data analysis include low performing math scores and low parental involvement.

What sources of data were used to determine the barriers?

KPREP Data, Discovery Learning Test Data, TELL survey are the sources used to determine barriers at Allen Elementary School.

What are the root causes of those identified barriers?

The root causes of these barriers include parental support meeting the needs of diverse students.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

The PGES system data shows that all teachers met indicated student growth at Allen Elementary.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

School policies and procedures that address the assignment of students include SBDM policies, Floyd County Board Policies, and that ALL teachers are considered highly qualified teachers.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Data is used to make student assignment decisions. This data includes PGES teacher evaluations, student voice surveys, SBDM policies, Floyd County School Board Policies, and KPREP data.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The school analyzes student level data such as KPREP scores, Discovery Education data, STAR, and Accelerated Reader data to design targeted recruitment. We promote our high test scores and school ranking along with attendance to target effective teacher recruitment.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The school recruits teachers who are effective in implementing practices through SBDM screenings and interviewing process. SBDM consultation policy, etc.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The school retains effective teachers by a positive school culture. All teachers are members of PLC collaborative teams and we have high test scores. Administration makes sure that all persons at AES are considered valuable team members and provides support when needed to all faculty and staff.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

To meet the needs of inexperienced or out of field teachers, administration leads weekly PLC meetings that provide opportunities to enrich teaching experiences. When needed, administration will assign teachers mentors to provide support to assure all educators meet school goals. Monthly faculty meetings with an agenda for improvement are also utilized to provide support to educators.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

The professional learning needs of teachers with an effectiveness rating below accomplished are addressed through weekly PLC meetings, walkthroughs with specific feedback by administration, PGP plans created and developed through conferencing with administration, and monthly faculty meetings which promote professional growth to all that attend. IF needed, unaccomplished ratings may be supported by peer mentoring.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

The TELL Kentucky survey results are addressed during PLC meetings and participation in the Carnegie Grant to improve results and effectiveness of the TELL survey.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goals that support equitable access included the following:

*increasing the average combined reading and math scores from non-duplicated math group

*establish a baseline for increasing the percentage of effective teachers and principals at AES based on PGES.