Comprehensive School Improvement

Plan

Alvaton Elementary

Warren County

Sarah Johnson, Principal
6350 Old Scottsville Rd.
Alvaton, KY 42122

TABLE OF CONTENTS

Phase I - Needs Assessment

16-17 Plan for Comprehensive School Improvement Plan

Phase II - KDE Assurances - Schools

Phase II - KDE Compliance and Accountability - Schools

Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	School Equity Data chart is attached.	School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Based on the School Equity Diagnostic, it is evident that the school serves students from many different backgrounds, experiences, and needs. Half of the student body receives free and reduced lunch, while teachers also meet the needs of 120 English Language Learners (ELL) and 74 students with special needs. Our staff is highly qualified in meeting the needs of these students coupled with teachers with multiple years of experience. These teachers support our less experienced teachers providing them with the tools and practices needed to provide quality education to every student.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

While not a barrier, one of the transitions our school has experienced over the last few years is the increase of EL learners as part of our student body. This has changed the way that teachers approach their core instruction in order to meet the needs of these learners.   The school is continuously evaluating the effectiveness of our instruction for EL students while seeking resources to aid in these modifications, as well as the overall transition in becoming a multilingual school.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	School Equity Goal Data spreadsheet is attached.	School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Provide a positive, collaborative learning environment focused on college and career readiness as measured by SWIS data and Tell survey.

Measurable Objective 1:

collaborate to focus on learning by 12/01/2017 as measured by the K-PREP, SWIS data, and Tell survey .

Strategy1:

Professional Learning Communities - Teachers will collaborate during common planning time to analyze student data and modify instruction to meet their needs.

Category: Professional Learning & Support

Research Cited:

Activity - Grade Level Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly during common planning time, as well as designated daily planning times throughout the year, to analyze student work and provide meaningful feedback. They will use the data from common assessments to plan instruction.	Academic Support Program	08/09/2012	12/01/2017	$5200 - Title I Schoolwide	Principal, ECC, classroom teachers

Goal 2:

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

Measurable Objective 1:

collaborate to increase the overall reading and math percentages for Alvaton Elementary from 63.3 to 65.8 by 05/22/2017 as measured by K-Prep.

Strategy1:

Curriculum Assessment and Alignment - The Curriculum Assessment and Alignment Strategy will help our school review our curriculum and make the necessary changes needed to meet our goals. We will identify gaps, make curriculum adjustments, view available resources, and ensure that the curriculum is implemented. Teacher teams will also meet to determine instructional planning adjustments as needed based on data from professional learning communities.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create formative assessments and implement district summative common assessments to determine instructional needs based on student level evidence and data.	Academic Support Program	09/27/2013	12/01/2017	$0 - No Funding Required	Principal. Curriculum Coordinator, Teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional resources aligned to KCAS.	Professional Learning	09/27/2013	12/01/2017	$10000 - District Funding	Principal, ECC, teachers

Activity - PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement PGES (goals, growth goals, self reflections, observations, surveys, etc.) to improve classroom effectiveness.	Professional Learning	12/01/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Classroom Teachers

Comprehensive School Improvement Plan

Alvaton Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan and implement professional development that meets the needs of the teachers to support student learning tied to the KCAS. Collaborate with district reading and math coaches as needed to provide necessary support.	Professional Learning	08/08/2013	12/01/2017	$0 - No Funding Required	Principal. ECC, Classroom Teachers

Activity - Analyze/Adjust Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to the curriculum. Identify and implement instructional resources that support the curriculum and address the gaps and needs of the students.	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Implement/Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using the best practices for instruction and assessment as monitored through walk-throughs, lesson plans, and evaluations. Create checklists to monitor curriculum taught throughout the year.	Academic Support Program	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Classroom Teachers

Goal 3:

Increase the averaged 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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.5 to 52 by 05/22/2017 as measured by K-Prep.

Strategy1:

Best Practice - The Best Practice Strategy will help our school focus instruction to meet the needs of all our students. We will use data to drive our decisions and make the necessary modifications to the instruction. We will also define and share best practice strategies with all our staff.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$50000 - Title I Schoolwide $50000 - District Funding $20000 - General Fund	Principal, Curriculum Coordinator, Teachers, Title 1 Staff

Activity - Analyze Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (STAR).	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize research based instructional practices and programs to meet the various needs of the students. Reduction of class sizes is implemented to enhance the instruction for students.	Professional Learning	09/27/2013	12/01/2017	$64000 - Title I Schoolwide	Principal, Curriculum Coordinator, Classroom Teachers, Title 1

Phase I - 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?

Parents, teachers, and students.

Relationship Building

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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: 3.29

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

	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: 2.71

	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.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
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

	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: 3.17

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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 that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	**Response**	**Rating**
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 gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	**Response**	**Rating**
5.5	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: 2.17

	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 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 some information to parents to learn how to support their child's learning.	Novice

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.

There were several strengths noted in the missing piece diagnostic, including the school's collaboration with parents, students, businesses, and other organizations to increase student achievement. The school also engages and welcomes ESL parents by making home visits, providing transportation, coordinating translators for parent conferences, and getting forms translated in native languages. In addition, the school sends out a needs assessment to get parent feedback on how to create the best learning environment possible. The school does well implementing efforts to inform parents about academic achievement through leadership notebooks, progress reports, phone calls, postcards,and parent conferences. We plan to continue to send out frequent surveys to get feedback on how to improve the school. Furthermore, we will continue to connect with ESL families by providing transportation and translators. In improving, the school is going to find better ways to achieve greater participation in surveys, elections, and conferences. We will continue to send out surveys by paper, via email, and the school website. Multiple reminders about elections and conferences will also be implemented. In addition, the school will provide parents with training based on the needs of the survey. The school will strive hard to develop parent leaders by creating opportunities for leaderships and workshops. Efforts will also be made in improving parent input on GSSPs and ILPs by involving parents in the development of these plans via conferences and family nights.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3.43

Communications — 3.29

Decision Making — 2.71

Advocacy — 3.17

Learning Opportunities — 2.17

Community Partnerships — 3.5
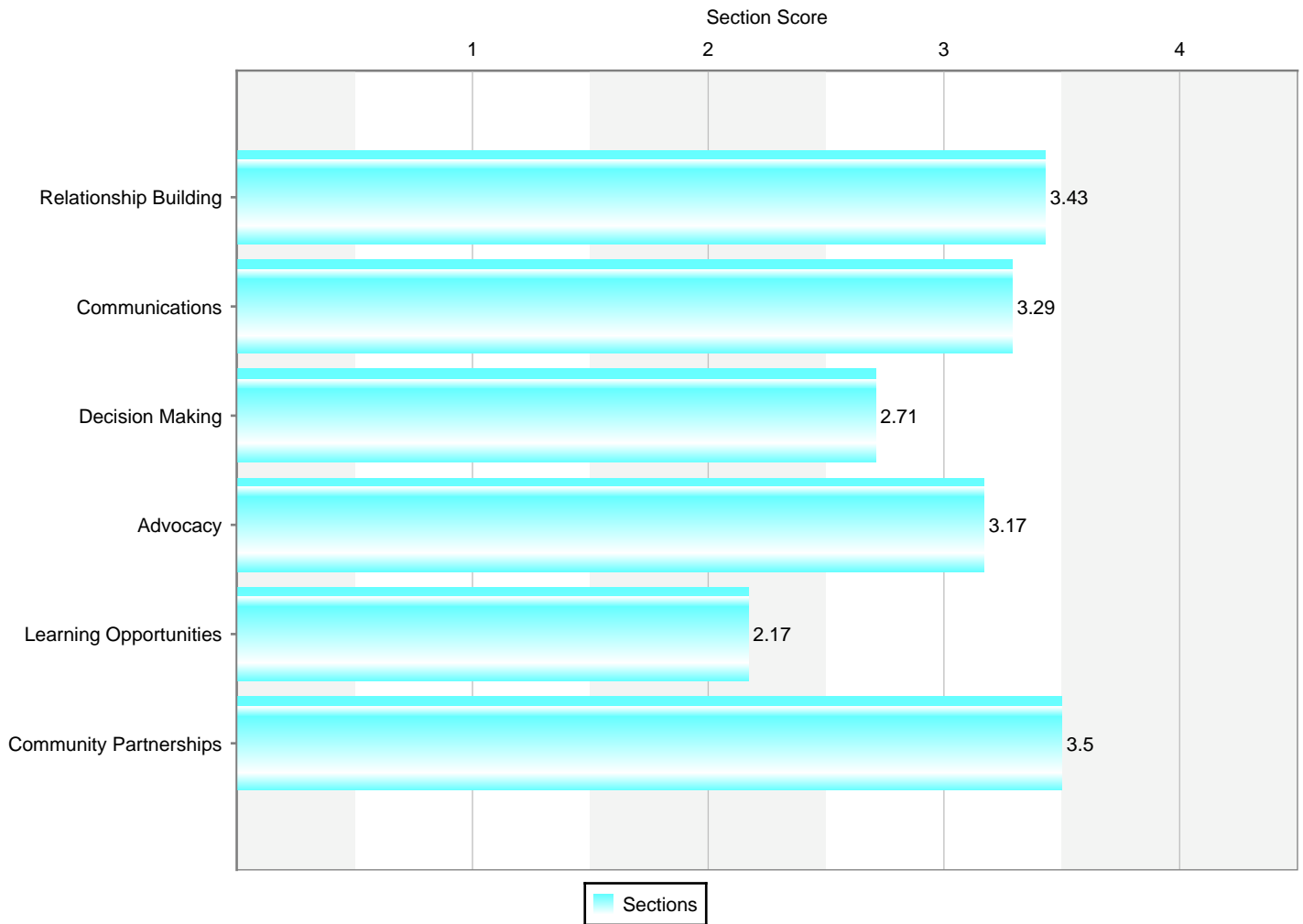
Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The improvement plan was a collaborative effort involving stakeholders, including teachers, parents, and administration. Teachers were given a survey in which to reflect upon the school's instructional practices and submit feedback in regards to how the school can improve in these areas. In addition, teachers were given an opportunity to review the school improvement plan and provide suggestions. Parents also played a key role in the improvement process via a survey asking for feedback about various aspects of the school, including school governance and curriculum. The school's Site Based Decision Making Council (SBDM), which is comprised of elected teachers, elected parents, and the school principal, provided input as part of regularly scheduled SBDM meetings.

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

All teachers and parents were given the opportunity to submit feedback via their respective surveys. Input gathered from faculty meetings, professional learning communities, and leadership team meetings were also considered when completing the school improvement plan. In addition, the SBDM council reviewed the improvement plan and were given the opportunity to provide feedback.

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 school improvement plan will be accessible on the school website providing access to all stakeholders at their convenience.

Phase I - 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?

In analyzing the data, the following focus questions are targeted:

a) Which practices positively impact student learning? Which practices are not as effective?

b) How can we move students' performance levels, such as from proficient to distinguished or novice
to apprentice?

c) At what level are our students currently working?

d) What instructional strategies do we need to focus on during supplemental time?

Based on our 2015-2016 KPrep data, the school earned an overall score of 74.1. Achievement and growth improved with achievement moving from 79.6 to 81.3 points and growth from 70.1 to 73.5 points. Gap, however, declined from 48.4 points to 44.2.

In addition to KPrep, students take STAR reading and math assessments at least three times per year. The data from STAR and formative/summative assessments share information on how students are responding to classroom instruction. It provides an individualized report for each student addressing both the skills that the student needs and the level of intervention. Thus, it is a crucial piece in the decision-making process when determining next steps in the learning process. In addition, the data allows administrators and teachers to monitor progress toward the standards both at the school and classroom level, while also evaluating the core curriculum.

While comprehensive, the Star and KPrep data does not share results by question type, including multiple choice or short answer. It is also difficult to determine outside factors that may be influencing student achievement at any given time. Unlike the Star assessment, KPrep data is not broken down by standards or specific content areas to help determine areas of instructional improvement.

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?

Overall, the school improved in achievement and growth with reading and math continuing an upward trend. The number of students scoring novice in reading increased for the following subgroups: Limited English Proficiency (LEP), Free and Reduced Lunch, and overall Gap. In addition to reading and math, scores in social studies and language mechanics also increased.

To sustain these areas of strengths, we will continue to provide a rigorous curriculum. Scholastic Storyworks has been implemented in grades 2-4 as part of the core reading instruction to increase the level of reading instruction that students receive. Reading Street, Scholastic Scope, in addition to Reading Mastery in kindergarten is used in other grade levels both as core and supplemental reading. These instructional programs, along with enrichment through non-fiction magazines and the promotion of Accelerated Reader (AR), assist in meeting the rigor of the Kentucky Academic Standards. Instructional reports from the Star data help guide teachers in their instruction based on the needs of students, whether it is enrichment or intervention. Blended learning programs, including Lexia and Dreambox are implemented on a regular basis to provide extra support and enrichment for our students.

The school has an RtI program and process in place to assist those students that need additional support in order to be successful in the regular classroom. In addition to the regular RtI time, teachers implement three days of enrichment or intervention after the post unit assessment is administered. The three days are differentiated based on the needs of students and their performance on the post unit test. This allows students to learn and explore additional information while, at the same time, communicates the school and teachers' high expectations for students with regards to continuous improvement and feedback centered around goal-setting.
Student growth is celebrated as students achieve and experience success on KPrep, Star Reading, and Star Math. Students track their results in Leadership Notebooks taking ownership of their growth and progress setting goals and monitoring their progress throughout the year. In addition, students earn incentives for scoring proficient or distinguished on Star assessments, classroom tests, AR quizzes, and Lexia levels.

Opportunities for Improvement

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

One area of concern is to reduce the number of novice in reading and math while increasing the number of distinguish on the KPrep assessments. To meet the varying needs, instructional planning reports from Star reading and Star math will be used to guide instruction. Enrichment will continue to be provided, as well as intervention supports for students during RtI time. As a staff, continuous improvement in teaching and providing feedback on extended responses will be reinforced in order to help students be able to explain their reasoning and understanding of the content. After school ESS will once again provide students additional support for those that need the extra assistance and academic practice, particularly for students who are at-risk and need time to gain proficiency. Blended learning continues to be an integral part of the instructional process with programs such as Lexia and Dreambox, which provide primary students a solid literacy foundation on which to build skills while individualizing lessons to help students progress at their own pace.

Conclusion

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

Next steps include continuing to monitor progress, provide feedback to students, plan instruction to meet student needs, and focus lessons during RtI time. Scoreboards will continue to be displayed in the hallways in order to show the progress in meeting the goals both at a school level and by grades. Students will also have an opportunity to monitor progress toward their individualized goals using Leadership Notebooks. In addition, walkthroughs and observations will help monitor instructional strategies and implementation of the curriculum.

16-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

16-17 Plan for Comprehensive School Improvement Plan

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	Provide a positive, collaborative learning environment focused on college and career readiness as measured by SWIS data and Tell survey.	Objectives: 2 Strategies: 4 Activities: 10	Organizational	$11200
2	Increase the averaged combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	$154000
3	Increase the averaged 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: 4	Organizational	$200025

Goal 1: Provide a positive, collaborative learning environment focused on college and career readiness as measured by SWIS data and Tell survey.

Measurable Objective 1:

collaborate to focus on learning by 12/01/2017 as measured by the K-PREP, SWIS data, and Tell survey .

Strategy 1:

Professional Learning Communities - Teachers will collaborate during common planning time to analyze student data and modify instruction to meet their needs.

Category: Professional Learning & Support

Activity - Grade Level Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly during common planning time, as well as designated daily planning times throughout the year, to analyze student work and provide meaningful feedback. They will use the data from common assessments to plan instruction.	Academic Support Program	08/09/2012	12/01/2017	$5200	Title I Schoolwide	Principal, ECC, classroom teachers

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and plan instruction to meet the standards in the practical living, arts and humanities, world cultures, writing, and primary program review areas.	Academic Support Program	08/09/2012	12/01/2017	$0	No Funding Required	Principal, ECC, all certified teachers (K-6 and special areas)

Strategy 2:

PBIS - The Universal and Target Teams will create procedures for students to learn and follow. These will be in place for all common areas. Student behaviors will be monitored through the SWIS data.

Category: Management Systems

Activity - PBIS Target Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The target team will meet on a regular basis to review SWIS data and create plans for our students.	Behavioral Support Program	08/09/2012	12/01/2017	$0	District Funding	Principal, Target Behavior Team, Classroom Teachers

Comprehensive School Improvement Plan

Alvaton Elementary

Activity - PBIS Universal Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Universal Team will meet on a regular basis to monitor SWIS data and make adjustments to the universal procedures of the building.	Behavioral Support Program	08/09/2012	12/01/2017	$0	District Funding	Principal. Universal Team, Classroom Teachers

Activity - Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Celebrate student success both in and out of the classroom with the use of SOAR tickets and Leader of the Month Celebrations.	Behavioral Support Program	08/09/2012	12/01/2017	$0	No Funding Required	Principal, Teachers

Strategy 3:

Positive Communication - Teachers and staff will collaborate together to communicate with all stakeholders the learning that is occurring at Alvaton.

Category: Stakeholder Engagement

Activity - School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School communication will be prepared and shared with all stakeholders of the school through newsletters, webpage, and twitter account. It will share events, announcements, and celebrations of the school.	Community Engagement	10/08/2012	12/01/2017	$1000	General Fund	Principal, Classroom Teachers, Family Resource Coordinator

Activity - Classroom Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will keep parents informed about the classroom through a weekly newsletter and webpage. Classroom teachers will also make positive contacts through postcards/phone calls each semester.	Parent Involvement	08/09/2012	12/01/2017	$2000	General Fund, Title I Schoolwide	Classroom Teachers

Activity - Title 1/FRC Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource and Title 1 will collaborate together to create activities that will help reduce the barriers of learning for our students (FRC/PTO/Title 1 nights, Backpack Program, Holiday Assistance, Canned Food Drive, Coats for Kids, Math/Reading Nights).	Parent Involvement	08/09/2012	12/01/2017	$2000	Title I Schoolwide, FRYSC	Family Resource Coordinator,Title 1 staff, classroom teachers, PTO

Measurable Objective 2:

collaborate to prepare our students to be college and career ready by 12/01/2016 as measured by grade level meeting notes and lesson plans.

Strategy 1:

College and Career Readiness - Teachers will prepare lessons that will expose students to college and career readiness skills. The students will have the opportunity to explore careers and set goals to achieve.

Category: Career Readiness Pathways

Activity - Individual Learning Profile	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor will work with 6th grade students to complete Individual Learning Profiles.	Career Preparation/Orientation	01/02/2013	12/01/2017	$0	No Funding Required	Counselor, 6th grade classroom teachers

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn leadership habits to be successful both in and out of school. The students will keep leadership notebooks to monitor their learning.	Career Preparation/Orientation	08/09/2012	12/01/2017	$1000	District Funding	Principal, Counselor, ECC, classroom teachers

Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math percentages for Alvaton Elementary from 63.3 to 65.8 by 05/22/2017 as measured by K-Prep.

Strategy 1:

Curriculum Assessment and Alignment - The Curriculum Assessment and Alignment Strategy will help our school review our curriculum and make the necessary changes needed to meet our goals. We will identify gaps, make curriculum adjustments, view available resources, and ensure that the curriculum is implemented. Teacher teams will also meet to determine instructional planning adjustments as needed based on data from professional learning communities.

Category: Continuous Improvement

Activity - Analyze/Adjust Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to the curriculum. Identify and implement instructional resources that support the curriculum and address the gaps and needs of the students.	Policy and Process	09/27/2013	12/01/2017	$0	No Funding Required	Principal, Curriculum Coordinator, Teachers

Comprehensive School Improvement Plan

Alvaton Elementary

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize instructional resources aligned to KCAS.	Professional Learning	09/27/2013	12/01/2017	$10000	District Funding	Principal, ECC, teachers

Activity - Implement/Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that teachers implement the curriculum using the best practices for instruction and assessment as monitored through walk-throughs, lesson plans, and evaluations. Create checklists to monitor curriculum taught throughout the year.	Academic Support Program	09/27/2013	12/01/2017	$0	No Funding Required	Principal, ECC, Classroom Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create formative assessments and implement district summative common assessments to determine instructional needs based on student level evidence and data.	Academic Support Program	09/27/2013	12/01/2017	$0	No Funding Required	Principal. Curriculum Coordinator, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and implement professional development that meets the needs of the teachers to support student learning tied to the KCAS. Collaborate with district reading and math coaches as needed to provide necessary support.	Professional Learning	08/08/2013	12/01/2017	$0	No Funding Required	Principal. ECC, Classroom Teachers

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement PGES (goals, growth goals, self reflections, observations, surveys, etc.) to improve classroom effectiveness.	Professional Learning	12/01/2013	12/01/2017	$0	No Funding Required	Principal, ECC, Classroom Teachers

Strategy 2:

Kindergarten Readiness - Pre-Kindergarten and Kindergarten teachers will collaborate to provide a meaningful preschool program that prepares students for elementary school. They will also work together to make the transition as smooth as possible.

Category: Early Learning

Activity - Preschool Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a meaningful pre-school program that prepares students for elementary school. Offer parent trainings, transition night, etc. to involve parents in the educational process.	Academic Support Program	08/08/2013	12/01/2017	$144000	District Funding	Preschool Staff

Comprehensive School Improvement Plan

Alvaton Elementary

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all students entering kindergarten be given the Brigance Screener to evaluate readiness for kindergarten.	Academic Support Program	08/08/2013	12/01/2017	$0	No Funding Required	Principal, ECC, Kindergarten Teachers

Goal 3: Increase the averaged 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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.5 to 52 by 05/22/2017 as measured by K-Prep.

Strategy 1:

Best Practice - The Best Practice Strategy will help our school focus instruction to meet the needs of all our students. We will use data to drive our decisions and make the necessary modifications to the instruction. We will also define and share best practice strategies with all our staff.

Category: Continuous Improvement

Activity - Analyze Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (STAR).	Policy and Process	09/27/2013	12/01/2017	$0	No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Response to Intervention/Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$120000	General Fund, Title I Schoolwide, District Funding	Principal, Curriculum Coordinator, Teachers, Title 1 Staff

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize research based instructional practices and programs to meet the various needs of the students. Reduction of class sizes is implemented to enhance the instruction for students.	Professional Learning	09/27/2013	12/01/2017	$64000	Title I Schoolwide	Principal, Curriculum Coordinator, Classroom Teachers, Title 1

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an ESS after school program to offer extra support for students.	Academic Support Program	01/06/2014	12/01/2017	$16025	State Funds	Principal, ECC, ESS staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES	Implement PGES (goals, growth goals, self reflections, observations, surveys, etc.) to improve classroom effectiveness.	Professional Learning	12/01/2013	12/01/2017	$0	Principal, ECC, Classroom Teachers
Kindergarten Readiness Screener	Ensure that all students entering kindergarten be given the Brigance Screener to evaluate readiness for kindergarten.	Academic Support Program	08/08/2013	12/01/2017	$0	Principal, ECC, Kindergarten Teachers
Professional Development	Plan and implement professional development that meets the needs of the teachers to support student learning tied to the KCAS. Collaborate with district reading and math coaches as needed to provide necessary support.	Professional Learning	08/08/2013	12/01/2017	$0	Principal. ECC, Classroom Teachers
Analyze Achievement	Analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (STAR).	Policy and Process	09/27/2013	12/01/2017	$0	Principal, Curriculum Coordinator, Teachers
Individual Learning Profile	Counselor will work with 6th grade students to complete Individual Learning Profiles.	Career Preparation/Orientation	01/02/2013	12/01/2017	$0	Counselor, 6th grade classroom teachers
Program Review Teams	Teachers will collaborate and plan instruction to meet the standards in the practical living, arts and humanities, world cultures, writing, and primary program review areas.	Academic Support Program	08/09/2012	12/01/2017	$0	Principal, ECC, all certified teachers (K-6 and special areas)
Implement/Monitor	Ensure that teachers implement the curriculum using the best practices for instruction and assessment as monitored through walk-throughs, lesson plans, and evaluations. Create checklists to monitor curriculum taught throughout the year.	Academic Support Program	09/27/2013	12/01/2017	$0	Principal, ECC, Classroom Teachers
Analyze/Adjust Curriculum	Analyze curriculum to identify gaps and make necessary adjustments to the curriculum. Identify and implement instructional resources that support the curriculum and address the gaps and needs of the students.	Policy and Process	09/27/2013	12/01/2017	$0	Principal, Curriculum Coordinator, Teachers

Comprehensive School Improvement Plan

Alvaton Elementary

Celebrations	Celebrate student success both in and out of the classroom with the use of SOAR tickets and Leader of the Month Celebrations.	Behavioral Support Program	08/09/2012	12/01/2017	$0	Principal, Teachers
Common Assessments	Create formative assessments and implement district summative common assessments to determine instructional needs based on student level evidence and data.	Academic Support Program	09/27/2013	12/01/2017	$0	Principal. Curriculum Coordinator, Teachers
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Provide an ESS after school program to offer extra support for students.	Academic Support Program	01/06/2014	12/01/2017	$16025	Principal, ECC, ESS staff
				Total	$16025	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Communication	The teacher will keep parents informed about the classroom through a weekly newsletter and webpage. Classroom teachers will also make positive contacts through postcards/phone calls each semester.	Parent Involvement	08/09/2012	12/01/2017	$1000	Classroom Teachers
Response to Intervention/Enrichment	Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$20000	Principal, Curriculum Coordinator, Teachers, Title 1 Staff
School Communication	School communication will be prepared and shared with all stakeholders of the school through newsletters, webpage, and twitter account. It will share events, announcements, and celebrations of the school.	Community Engagement	10/08/2012	12/01/2017	$1000	Principal, Classroom Teachers, Family Resource Coordinator
				Total	$22000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Resources	Utilize instructional resources aligned to KCAS.	Professional Learning	09/27/2013	12/01/2017	$10000	Principal, ECC, teachers

Leader in Me	Students will learn leadership habits to be successful both in and out of school. The students will keep leadership notebooks to monitor their learning.	Career Preparation/Orientation	08/09/2012	12/01/2017	$1000	Principal, Counselor, ECC, classroom teachers
PBIS Target Team	The target team will meet on a regular basis to review SWIS data and create plans for our students.	Behavioral Support Program	08/09/2012	12/01/2017	$0	Principal, Target Behavior Team, Classroom Teachers
Response to Intervention/Enrichment	Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$50000	Principal, Curriculum Coordinator, Teachers, Title 1 Staff
Preschool Program	Provide a meaningful pre-school program that prepares students for elementary school. Offer parent trainings, transition night, etc. to involve parents in the educational process.	Academic Support Program	08/08/2013	12/01/2017	$144000	Preschool Staff
PBIS Universal Team	The Universal Team will meet on a regular basis to monitor SWIS data and make adjustments to the universal procedures of the building.	Behavioral Support Program	08/09/2012	12/01/2017	$0	Principal. Universal Team, Classroom Teachers
				Total	**$205000**	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1/FRC Activities	Family Resource and Title 1 will collaborate together to create activities that will help reduce the barriers of learning for our students (FRC/PTO/Title 1 nights, Backpack Program, Holiday Assistance, Canned Food Drive, Coats for Kids, Math/Reading Nights).	Parent Involvement	08/09/2012	12/01/2017	$1500	Family Resource Coordinator,Title 1 staff, classroom teachers, PTO
				Total	**$1500**	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive School Improvement Plan

Alvaton Elementary

Title 1/FRC Activities	Family Resource and Title 1 will collaborate together to create activities that will help reduce the barriers of learning for our students (FRC/PTO/Title 1 nights, Backpack Program, Holiday Assistance, Canned Food Drive, Coats for Kids, Math/Reading Nights).	Parent Involvement	08/09/2012	12/01/2017	$500	Family Resource Coordinator,Title 1 staff, classroom teachers, PTO
Classroom Communication	The teacher will keep parents informed about the classroom through a weekly newsletter and webpage. Classroom teachers will also make positive contacts through postcards/phone calls each semester.	Parent Involvement	08/09/2012	12/01/2017	$1000	Classroom Teachers
Instructional Best Practices	Utilize research based instructional practices and programs to meet the various needs of the students. Reduction of class sizes is implemented to enhance the instruction for students.	Professional Learning	09/27/2013	12/01/2017	$64000	Principal, Curriculum Coordinator, Classroom Teachers, Title 1
Grade Level Teams	Teachers will meet regularly during common planning time, as well as designated daily planning times throughout the year, to analyze student work and provide meaningful feedback. They will use the data from common assessments to plan instruction.	Academic Support Program	08/09/2012	12/01/2017	$5200	Principal, ECC, classroom teachers
Response to Intervention/Enrichment	Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$50000	Principal, Curriculum Coordinator, Teachers, Title 1 Staff
				Total	$120700	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

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

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

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

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

Comprehensive School Improvement Plan

Alvaton Elementary

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	The school has a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	The school has a school-wide Title I program.	

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.	No	The school has a school-wide Title I program.	

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.	No	The school has a school-wide Title I program.	

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.	No	The school has a school-wide Title I program.	

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.	No	The school has a school-wide Title I program.	

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.	No	The school has a school-wide Title I program.	

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.	No	The school has a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	The school has a school-wide Title I program.	

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		

Comprehensive School Improvement Plan

Alvaton Elementary

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.warrencountyschools.org/10/Home	

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.	No	All of the school's teachers are 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		

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.	No	The school has a school-wide Title I program.	

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.	No	The school has a school-wide Title I program.	

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		

Phase II - 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:

Provide a positive, collaborative learning environment focused on college and career readiness as measured by SWIS data and Tell survey.

Measurable Objective 1:

collaborate to focus on learning by 12/01/2017 as measured by the K-PREP, SWIS data, and Tell survey .

Strategy1:

Professional Learning Communities - Teachers will collaborate during common planning time to analyze student data and modify instruction to meet their needs.

Category: Professional Learning & Support

Research Cited:

Activity - Grade Level Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly during common planning time, as well as designated daily planning times throughout the year, to analyze student work and provide meaningful feedback. They will use the data from common assessments to plan instruction.	Academic Support Program	08/09/2012	12/01/2017	$5200 - Title I Schoolwide	Principal, ECC, classroom teachers

Goal 2:

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

Measurable Objective 1:

collaborate to increase the overall reading and math percentages for Alvaton Elementary from 63.3 to 65.8 by 05/22/2017 as measured by K-Prep.

Strategy1:

Curriculum Assessment and Alignment - The Curriculum Assessment and Alignment Strategy will help our school review our curriculum and make the necessary changes needed to meet our goals. We will identify gaps, make curriculum adjustments, view available resources, and ensure that the curriculum is implemented. Teacher teams will also meet to determine instructional planning adjustments as needed based on data from professional learning communities.

Category: Continuous Improvement

Research Cited:

Activity - Analyze/Adjust Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to the curriculum. Identify and implement instructional resources that support the curriculum and address the gaps and needs of the students.	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional resources aligned to KCAS.	Professional Learning	09/27/2013	12/01/2017	$10000 - District Funding	Principal, ECC, teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create formative assessments and implement district summative common assessments to determine instructional needs based on student level evidence and data.	Academic Support Program	09/27/2013	12/01/2017	$0 - No Funding Required	Principal. Curriculum Coordinator, Teachers

Activity - Implement/Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using the best practices for instruction and assessment as monitored through walk-throughs, lesson plans, and evaluations. Create checklists to monitor curriculum taught throughout the year.	Academic Support Program	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan and implement professional development that meets the needs of the teachers to support student learning tied to the KCAS. Collaborate with district reading and math coaches as needed to provide necessary support.	Professional Learning	08/08/2013	12/01/2017	$0 - No Funding Required	Principal. ECC, Classroom Teachers

Strategy2:

Kindergarten Readiness - Pre-Kindergarten and Kindergarten teachers will collaborate to provide a meaningful preschool program that prepares students for elementary school. They will also work together to make the transition as smooth as possible.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all students entering kindergarten be given the Brigance Screener to evaluate readiness for kindergarten.	Academic Support Program	08/08/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Kindergarten Teachers

Activity - Preschool Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a meaningful pre-school program that prepares students for elementary school. Offer parent trainings, transition night, etc. to involve parents in the educational process.	Academic Support Program	08/08/2013	12/01/2017	$144000 - District Funding	Preschool Staff

Goal 3:

Increase the averaged 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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.5 to 52 by 05/22/2017 as measured by K-Prep.

Strategy1:

Best Practice - The Best Practice Strategy will help our school focus instruction to meet the needs of all our students. We will use data to drive our decisions and make the necessary modifications to the instruction. We will also define and share best practice strategies with all our staff.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (STAR).	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an ESS after school program to offer extra support for students.	Academic Support Program	01/06/2014	12/01/2017	$16025 - State Funds	Principal, ECC, ESS staff

Activity - Response to Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$50000 - Title I Schoolwide $50000 - District Funding $20000 - General Fund	Principal, Curriculum Coordinator, Teachers, Title 1 Staff

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize research based instructional practices and programs to meet the various needs of the students. Reduction of class sizes is implemented to enhance the instruction for students.	Professional Learning	09/27/2013	12/01/2017	$64000 - Title I Schoolwide	Principal, Curriculum Coordinator, Classroom Teachers, Title 1

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math percentages for Alvaton Elementary from 63.3 to 65.8 by 05/22/2017 as measured by K-Prep.

Strategy1:

Curriculum Assessment and Alignment - The Curriculum Assessment and Alignment Strategy will help our school review our curriculum and make the necessary changes needed to meet our goals. We will identify gaps, make curriculum adjustments, view available resources, and ensure that the curriculum is implemented. Teacher teams will also meet to determine instructional planning adjustments as needed based on data from professional learning communities.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan and implement professional development that meets the needs of the teachers to support student learning tied to the KCAS. Collaborate with district reading and math coaches as needed to provide necessary support.	Professional Learning	08/08/2013	12/01/2017	$0 - No Funding Required	Principal. ECC, Classroom Teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional resources aligned to KCAS.	Professional Learning	09/27/2013	12/01/2017	$10000 - District Funding	Principal, ECC, teachers

Comprehensive School Improvement Plan

Alvaton Elementary

Activity - Implement/Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using the best practices for instruction and assessment as monitored through walk-throughs, lesson plans, and evaluations. Create checklists to monitor curriculum taught throughout the year.	Academic Support Program	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Classroom Teachers

Activity - Analyze/Adjust Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to the curriculum. Identify and implement instructional resources that support the curriculum and address the gaps and needs of the students.	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create formative assessments and implement district summative common assessments to determine instructional needs based on student level evidence and data.	Academic Support Program	09/27/2013	12/01/2017	$0 - No Funding Required	Principal. Curriculum Coordinator, Teachers

Strategy2:

Kindergarten Readiness - Pre-Kindergarten and Kindergarten teachers will collaborate to provide a meaningful preschool program that prepares students for elementary school. They will also work together to make the transition as smooth as possible.

Category: Early Learning

Research Cited:

Activity - Preschool Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a meaningful pre-school program that prepares students for elementary school. Offer parent trainings, transition night, etc. to involve parents in the educational process.	Academic Support Program	08/08/2013	12/01/2017	$144000 - District Funding	Preschool Staff

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all students entering kindergarten be given the Brigance Screener to evaluate readiness for kindergarten.	Academic Support Program	08/08/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Kindergarten Teachers

Goal 2:

Increase the averaged 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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.5

to 52 by 05/22/2017 as measured by K-Prep.

Strategy1:

Best Practice - The Best Practice Strategy will help our school focus instruction to meet the needs of all our students. We will use data to drive our decisions and make the necessary modifications to the instruction. We will also define and share best practice strategies with all our staff.

Category: Continuous Improvement

Research Cited:

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an ESS after school program to offer extra support for students.	Academic Support Program	01/06/2014	12/01/2017	$16025 - State Funds	Principal, ECC, ESS staff

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize research based instructional practices and programs to meet the various needs of the students. Reduction of class sizes is implemented to enhance the instruction for students.	Professional Learning	09/27/2013	12/01/2017	$64000 - Title I Schoolwide	Principal, Curriculum Coordinator, Classroom Teachers, Title 1

Activity - Analyze Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (STAR).	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Response to Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$50000 - Title I Schoolwide $50000 - District Funding $20000 - General Fund	Principal, Curriculum Coordinator, Teachers, Title 1 Staff

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math percentages for Alvaton Elementary from 63.3 to 65.8 by 05/22/2017 as measured by K-Prep.

Strategy1:

Kindergarten Readiness - Pre-Kindergarten and Kindergarten teachers will collaborate to provide a meaningful preschool program that prepares students for elementary school. They will also work together to make the transition as smooth as possible.

Category: Early Learning

Research Cited:

Activity - Preschool Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a meaningful pre-school program that prepares students for elementary school. Offer parent trainings, transition night, etc. to involve parents in the educational process.	Academic Support Program	08/08/2013	12/01/2017	$144000 - District Funding	Preschool Staff

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all students entering kindergarten be given the Brigance Screener to evaluate readiness for kindergarten.	Academic Support Program	08/08/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Kindergarten Teachers

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math percentages for Alvaton Elementary from 63.3 to 65.8 by 05/22/2017 as measured by K-Prep.

Strategy1:

Kindergarten Readiness - Pre-Kindergarten and Kindergarten teachers will collaborate to provide a meaningful preschool program that prepares students for elementary school. They will also work together to make the transition as smooth as possible.

Category: Early Learning

Research Cited:

Activity - Preschool Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a meaningful pre-school program that prepares students for elementary school. Offer parent trainings, transition night, etc. to involve parents in the educational process.	Academic Support Program	08/08/2013	12/01/2017	$144000 - District Funding	Preschool Staff

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all students entering kindergarten be given the Brigance Screener to evaluate readiness for kindergarten.	Academic Support Program	08/08/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Kindergarten Teachers

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

Goal 1:

Provide a positive, collaborative learning environment focused on college and career readiness as measured by SWIS data and Tell survey.

Measurable Objective 1:

collaborate to focus on learning by 12/01/2017 as measured by the K-PREP, SWIS data, and Tell survey .

Strategy1:

Professional Learning Communities - Teachers will collaborate during common planning time to analyze student data and modify instruction to meet their needs.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate and plan instruction to meet the standards in the practical living, arts and humanities, world cultures, writing, and primary program review areas.	Academic Support Program	08/09/2012	12/01/2017	$0 - No Funding Required	Principal, ECC, all certified teachers (K-6 and special areas)

Activity - Grade Level Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly during common planning time, as well as designated daily planning times throughout the year, to analyze student work and provide meaningful feedback. They will use the data from common assessments to plan instruction.	Academic Support Program	08/09/2012	12/01/2017	$5200 - Title I Schoolwide	Principal, ECC, classroom teachers

Goal 2:

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

Measurable Objective 1:

collaborate to increase the overall reading and math percentages for Alvaton Elementary from 63.3 to 65.8 by 05/22/2017 as measured by K-Prep.

Strategy1:

Kindergarten Readiness - Pre-Kindergarten and Kindergarten teachers will collaborate to provide a meaningful preschool program that prepares students for elementary school. They will also work together to make the transition as smooth as possible.

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all students entering kindergarten be given the Brigance Screener to evaluate readiness for kindergarten.	Academic Support Program	08/08/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Kindergarten Teachers

Activity - Preschool Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a meaningful pre-school program that prepares students for elementary school. Offer parent trainings, transition night, etc. to involve parents in the educational process.	Academic Support Program	08/08/2013	12/01/2017	$144000 - District Funding	Preschool Staff

Strategy2:

Curriculum Assessment and Alignment - The Curriculum Assessment and Alignment Strategy will help our school review our curriculum and make the necessary changes needed to meet our goals. We will identify gaps, make curriculum adjustments, view available resources, and ensure that the curriculum is implemented. Teacher teams will also meet to determine instructional planning adjustments as needed based on data from professional learning communities.

Category: Continuous Improvement

Research Cited:

Activity - Implement/Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using the best practices for instruction and assessment as monitored through walk-throughs, lesson plans, and evaluations. Create checklists to monitor curriculum taught throughout the year.	Academic Support Program	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, ECC, Classroom Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create formative assessments and implement district summative common assessments to determine instructional needs based on student level evidence and data.	Academic Support Program	09/27/2013	12/01/2017	$0 - No Funding Required	Principal. Curriculum Coordinator, Teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional resources aligned to KCAS.	Professional Learning	09/27/2013	12/01/2017	$10000 - District Funding	Principal, ECC, teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan and implement professional development that meets the needs of the teachers to support student learning tied to the KCAS. Collaborate with district reading and math coaches as needed to provide necessary support.	Professional Learning	08/08/2013	12/01/2017	$0 - No Funding Required	Principal. ECC, Classroom Teachers

Activity - Analyze/Adjust Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps and make necessary adjustments to the curriculum. Identify and implement instructional resources that support the curriculum and address the gaps and needs of the students.	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Goal 3:

Increase the averaged 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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.5 to 52 by 05/22/2017 as measured by K-Prep.

Strategy1:

Best Practice - The Best Practice Strategy will help our school focus instruction to meet the needs of all our students. We will use data to drive our decisions and make the necessary modifications to the instruction. We will also define and share best practice strategies with all our staff.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Alvaton Elementary

Activity - Analyze Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (STAR).	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Response to Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$50000 - Title I Schoolwide $50000 - District Funding $20000 - General Fund	Principal, Curriculum Coordinator, Teachers, Title 1 Staff

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an ESS after school program to offer extra support for students.	Academic Support Program	01/06/2014	12/01/2017	$16025 - State Funds	Principal, ECC, ESS staff

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize research based instructional practices and programs to meet the various needs of the students. Reduction of class sizes is implemented to enhance the instruction for students.	Professional Learning	09/27/2013	12/01/2017	$64000 - Title I Schoolwide	Principal, Curriculum Coordinator, Classroom Teachers, Title 1

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged 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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.5 to 52 by 05/22/2017 as measured by K-Prep.

Strategy1:

Best Practice - The Best Practice Strategy will help our school focus instruction to meet the needs of all our students. We will use data to drive our decisions and make the necessary modifications to the instruction. We will also define and share best practice strategies with all our staff.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide the necessary support or enrichment for students based on Star Data. Utilize instructional reports from Star to plan lessons to meet the various needs of the students.	Academic Support Program	09/27/2013	12/01/2017	$50000 - District Funding $50000 - Title I Schoolwide $20000 - General Fund	Principal, Curriculum Coordinator, Teachers, Title 1 Staff

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize research based instructional practices and programs to meet the various needs of the students. Reduction of class sizes is implemented to enhance the instruction for students.	Professional Learning	09/27/2013	12/01/2017	$64000 - Title I Schoolwide	Principal, Curriculum Coordinator, Classroom Teachers, Title 1

Activity - Analyze Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-Prep) and district and school assessment systems (STAR).	Policy and Process	09/27/2013	12/01/2017	$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide an ESS after school program to offer extra support for students.	Academic Support Program	01/06/2014	12/01/2017	$16025 - State Funds	Principal, ECC, ESS staff

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.

N/A (this question does not apply)

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

Goal 1:

Provide a positive, collaborative learning environment focused on college and career readiness as measured by SWIS data and Tell survey.

Measurable Objective 1:

collaborate to focus on learning by 12/01/2017 as measured by the K-PREP, SWIS data, and Tell survey .

Strategy1:

Professional Learning Communities - Teachers will collaborate during common planning time to analyze student data and modify instruction to meet their needs.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate and plan instruction to meet the standards in the practical living, arts and humanities, world cultures, writing, and primary program review areas.	Academic Support Program	08/09/2012	12/01/2017	$0 - No Funding Required	Principal, ECC, all certified teachers (K-6 and special areas)

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?

The community of Alvaton is located on the southeastern edge of the county. We are one of the more remote schools of the district. Alvaton has a preschool through 6th grade with the student population in 2015-2016 of approximately 643 students. Our student body includes 70% Caucasian, as well as the following demographic populations: 12.41% Asian, 6.8% Hispanic, 4.5% African-American, 0.9% Pacific Islander, 0.3% Native American, and 5% two or more ethnic groups. Our free and reduced lunch percentage is approximately 50.4% while 11.5% of our students are identified as special education students and 18.7% are LEP.

Alvaton has traditionally been a farming community, but has transitioned the last few years to a more suburban setting for the county seat of Bowling Green, located eight miles down Scottsville Road. The school has a staff of our principal, dean of students, counselor, curriculum coordinator, 28 homeroom teachers, 3 resource teachers, 2 ESL teachers with 3 aides, 3 1/2 special area teachers (music, PE, library, and a shared art teacher), Chinese teacher, 1 1/2 speech therapists, and Family Resource Coordinator, along with approximately 27 classified staff members. Each of these individuals are incredibly dedicated to our students and the school vision of Great Things Today, Greater Things Tomorrow. Our school has a well-earned reputation for caring about our students and innovation in the classroom. A strong PTO is a crucial aspect of this caring environment. It sponsors many well attended family nights that focus on academics and building relationships between students and school personnel.

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 vision of Alvaton is "Great Things Today, Greater Things Tomorrow" and our mission is "Alvaton Elementary School is dedicated to developing lifelong learners through positive relationships and high expectations that will enable each student to SOAR." The vision is our belief that we are achieving tremendous results now, but we never rest and aim even higher for our students the next day. Our mission statement has the key phrase of positive relationships, a dedication that becomes more and more important with the changing family structure of today's society. Our SOAR guidelines (Show a Positive Attitude, Own Your Actions, Always Do Your Best, Respect Others and Yourself) are used to promote positive behavior throughout our building and in all that we do. Our students know and work hard to follow these guidelines on a daily basis.

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.

Alvaton Elementary has achieved excellence in former years by obtaining accreditation from the Southern Association of Colleges and Schools (SACS) and, more recently, accredited as part of the district's AdvancED accreditation. The school has also achieved and maintained PBIS Fidelity. Alvaton Elementary has been selected in the past as a site visit for the Bowling Green Leader in Me Symposium, as well as a model service site from KDE for Response to Intervention. Our students have represented our school and won honors at the state level for Student Technology Projects (STLP), Robotics, and Choir.

Our teachers and staff of Alvaton Elementary are dedicated to continuous improvement for the school. One area that the school has worked to improve is the core curriculum by learning and understanding the Common Core Standards for English Language Arts and Math. To help, we are using researched based products to guide instruction that is aligned with the Common Core Standards, and evaluating effectiveness through a comprehensive data system that includes District Common Assessments (DCAs), Star, and Professional Learning Community (PLC) discussions. Teachers also attend professional development to learn about best practices to use when implementing the standards. For the next three years, we will continue to provide a rigorous curriculum aligned with the common core and strive to increase the effectiveness of instructional practices. These goals are embedded as part of our continuous efforts to improve the quality of our PLCs, examine Response to Intervention (RtI) committee and practices, and continually evaluate instruction that will best meet the needs of all of our students.

Additional Information

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

Alvaton Elementary prides itself on its "Community Atmosphere." All stakeholders at Alvaton work together and form a close-knit community. Staff, students, parents, and community members are constantly using a TEAMwork approach to ensure that the needs of the school are met. In addition, Alvaton has a faculty and staff full of hard-working, dedicated employees.