



Comprehensive School Improvement Plan

Auburn Elementary School
Logan County

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TABLE OF CONTENTS

Introduction	1
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Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--------------------------------------------------------	---

Phase I - The Missing Piece

Introduction	12
--------------------	----

Stakeholders	13
--------------------	----

Relationship Building	14
-----------------------------	----

Communications	15
----------------------	----

Decision Making	17
-----------------------	----

Advocacy	19
----------------	----

Learning Opportunities	20
------------------------------	----

Community Partnerships	21
------------------------------	----

Reflection	22
------------------	----

Report Summary	23
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	25
--------------------	----

Improvement Planning Process	26
------------------------------------	----

Phase I - Needs Assessment

Introduction 29

Data Analysis 30

Areas of Strengths 33

Opportunities for Improvement 34

Conclusion 35

2016-17 Plan for Comprehensive School Improvement

Overview 37

Goals Summary 38

 Goal 1: KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019. 39

 Goal 2: KY State GAP Reduction Goal: Increase the average combined reading and math proficiency ratings for the non-duplicated GAP group in elementary and in middle school from 33% in 2012 to 66.5% in 2019. 42

 Goal 3: State CCR Goal: Increase the total percentage of 6th-8th grade students who are college and career ready from 46.2% to 73.1% by 2019, as identified by combined reading and math proficient or distinguished KPREP scores. . . 44

 Goal 4: KY State Novice Reduction Goal: Decrease the overall percentage of students scoring at the novice level in reading and math by 50% by 2020. 44

Activity Summary by Funding Source 46

Phase II - KDE Assurances - Schools

Introduction 52

Assurances 53

Phase II - KDE Compliance and Accountability - Schools

Introduction 59

Planning and Accountability Requirements 60

Executive Summary

Introduction 80

Description of the School 81

School's Purpose 82

Notable Achievements and Areas of Improvement 83

Additional Information 84

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)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the School Equity Data.		Auburn Elementary 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.

Auburn Elementary School serves approximately 700 students in grades PreK-8th. Over 50% of these students qualify for free-and-reduced lunch, indicating that the majority of our student and family population is struggling with poverty. Our minority and English learners populations are both less than 10%, and this is not a concern for the school at this time. Our number of homeless and/or highly transient student population is growing however, with 6% of our student body falling into this category. Several of these students are also students with disabilities, which makes servicing their needs challenging.

However, Auburn Elementary School does not struggle with providing students with equitable access to effective educators. The majority of our teaching staff is experienced, with over 80% of teachers having more than 4 years of teaching experience. All of our teachers are highly qualified, teaching in areas where they hold certification. The assistant principal has one year of administrative experience, but 12 years of teaching experience. The principal has over 12 years of experience as an effective administrator, all in our school.

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.

Having over 50% of the student population identified as being from poverty is an identified challenge. Out of these numbers, 6% of students are identified as homeless/highly transient. One root cause of this barrier is the lack of economic development and jobs within our rural community.

Comprehensive School Improvement Plan

Auburn Elementary 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.		Auburn Elementary 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:

KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for elementary from 66.5% to 73.8% and for middle from 62.4% to 73.3% by 05/19/2017 as measured by K-PREP.

Strategy1:

Monitoring Student Achievement - All teachers will use a regularly-updated data-tracking sheet for benchmark and other formative assessments to drive instructional decisions and determine interventions needed for individual students.

Category: Integrated Methods for Learning

Research Cited: KY Best Practice

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Data-Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will utilize a regularly-updated data-tracking sheet for reading and math assessments, benchmark assessments, and state assessments, to determine the need for possible interventions or supplemental services for individual students. Progress will be monitored longitudinally from year to year, as the data-tracking sheet moves with students to the next teacher.</p> <p>Teachers will utilize data from the school-wide data tracker worksheet, as well as novice reduction worksheets, to target students scoring novice in one or more assessment areas to ensure they are receiving individualized intervention and supplemental services to improve student performance.</p>	Academic Support Program	10/17/2016	10/16/2017	\$0 - No Funding Required	Teachers and Administrators

Strategy2:

Curriculum Development - Horizontal and vertical PLCs will meet regularly to align curriculum, refine pacing guides, research and discuss instructional practices, analyze formative assessment and benchmark test data, and develop short- and long-range goals for individual students.

Category: Professional Learning & Support

Research Cited: KY Best Practice

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Across all grade levels and content areas, horizontal PLC teams will collaborate to incorporate common, research-based literacy strategies, refine literacy core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both reading comprehension and writing skills.</p> <p>K-5 teachers and 6-8 language arts teachers will utilize flexible differentiated student grouping during core reading instruction to meet individual student literacy needs.</p> <p>Students in grades 6-8 are also assigned a reading teacher, in addition to their language arts teacher, who monitors individual student progress in meeting reading benchmark goals and continued growth.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration, Classroom Teachers

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Elementary horizontal PLC teams and vertical middle school mathematics PLC teams will collaborate to incorporate common, research-based mathematics strategies, refine mathematics core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both numeracy and operations mathematics skills.</p> <p>K-5 teachers and 6-8 mathematics teachers will utilize flexible differentiated student grouping during core mathematics instruction to meet individual student mathematics needs.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of mathematics skills, including Dreambox Math, Reflex Math, Khan Academy, Prodigy, and Accelerated Math.	Direct Instruction	12/01/2016	12/01/2017	\$1488 - Title I Schoolwide	Teachers and administration

Activity - Literacy Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of literacy skills. K-5 students will use Lexia Core 5 and 5-8 will use Reading Plus and/or Read Theory.</p> <p>Orton-Gillingham Multi-Sensory reading approach is provided in small groups for students 2-3, along with a reading interventionist K-3. System 44 and Read 180 remedial reading classes will also be provided to students in 4-8 who are below grade level in reading.</p>	Direct Instruction	12/01/2016	12/01/2017	\$11000 - Title I Schoolwide	Administration and Teachers

Strategy3:

Professional Growth Tools - Teachers will utilize a variety of digital tools, including GradeCam and CIITS to analyze student data, administer assessments, and utilize professional growth tools to improve instructional practices and student engagement.

Category: Management Systems

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Digital Professional Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Cam and/or CIITS will be utilized by teachers and administrators to track and analyze individual student data, develop professional growth goals, student growth goals, classroom observation notes and to analyze state assessment data. K-5 teachers use ConnectED to plan instruction and analyze data from common reading assessments. Orton-Gillingham Interactive is also used for planning and analysis of small group intervention instruction in the primary grades. Professional development will continue to be provided that explains the components of the TPGES evaluation system, peer observations, and the professional growth tools available in CIITS (Educator Development Suite and PD 360). The percentage of teachers ranked as "accomplished" or higher will maintain at 100%. Teachers are supported by administration in implementing TPGES effectively. Teachers and administrators have meaningful conversations about how to refine instruction, develop professional growth goals, and meet student growth goals.	Academic Support Program	12/01/2016	12/01/2017	\$1500 - General Fund	Administration and Teachers

Measurable Objective 2:

demonstrate a proficiency increase of 5% in K-3 reading and math common core standards by 05/19/2017 as measured by school and district benchmark assessments.

Strategy1:

Increasing Kindergarten Readiness - The school will collaborate with FRYSC, community partners, and district staff to implement a series of parent workshops, informing parents of the components of kindergarten readiness, and strategies for working with their child.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will implement a series of parent workshops, utilizing United Way's Born Learning Academy grant funds and materials. School administrators will collaborate with the workshop facilitator to involve parents in hands-on work with their pre-school age child. Parents will learn strategies and methods for working with their child at home to prepare for kindergarten. This will include informing parents of the tasks on the BRIGANCE kindergarten screener.	Parent Involvement	10/17/2016	05/19/2017	\$6000 - Grant Funds	Administrators, teachers, FRYSC staff

Strategy2:

Screener Assessments - Determine the readiness of all entering K students

Category: Early Learning

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K students will be administered the BRIGANCE K Screener at the beginning of the 2016-2017 school year	Academic Support Program	07/27/2016	08/31/2016	\$0 - No Funding Required	K Teachers

Goal 2:

KY State Novice Reduction Goal: Decrease the overall percentage of students scoring at the novice level in reading and math by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the percentage of elementary and middle school students scoring novice by 10% by 05/19/2017 as measured by KPREP.

Strategy1:

Interventions - Teachers will collaborate in grade-level teams to develop RTI protocols.

Category: Learning Systems

Research Cited: Hattie's Visible Learning

Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend training on effective PLC processes, and will then assist and monitor teachers in implementing these processes.	Professional Learning	12/01/2016	12/01/2017	\$0 - No Funding Required	Administrators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend web-based training with Mike Mattos in refining existing RTI protocols.	Professional Learning	12/01/2016	12/01/2016	\$0 - No Funding Required	Teachers, Administrators

Strategy2:

Core Instruction Refinement - Teachers will collaborate to refine core instruction in reading and math.

Category: Continuous Improvement

Research Cited: Hattie's Visible Learning

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in PLCs both in school and in the district to identify essential standards for core instruction in reading and math at each grade level.	Professional Learning	12/01/2016	12/01/2017	\$0 - No Funding Required	Teachers, Administrators

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create common assessments in reading and math, based on essential standards for each grade level.	Academic Support Program	12/01/2016	12/01/2016	\$0 - No Funding Required	Teachers, Administrators

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?

Rachel Wetton, Parent

Kim Owen, Parent

Beverly Woodward, Parent/Classified

Rhonda Powell, Counselor

Kimberly Decker, Volunteer/Parent

Tina Owens, Teacher

Katosha Jessie, Teacher

Holli Waltrip, Teacher

Alysse Kearns, Classified

Sarah Hatton, Assistant Principal

David Ward, Principal

Relationship Building

Overall Rating: 3.14

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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: 3.0

	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

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

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

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

Comprehensive School Improvement Plan

Auburn Elementary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.43

	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	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

Comprehensive School Improvement Plan

Auburn Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff 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: 3.33

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

Community Partnerships

Overall Rating: 2.67

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

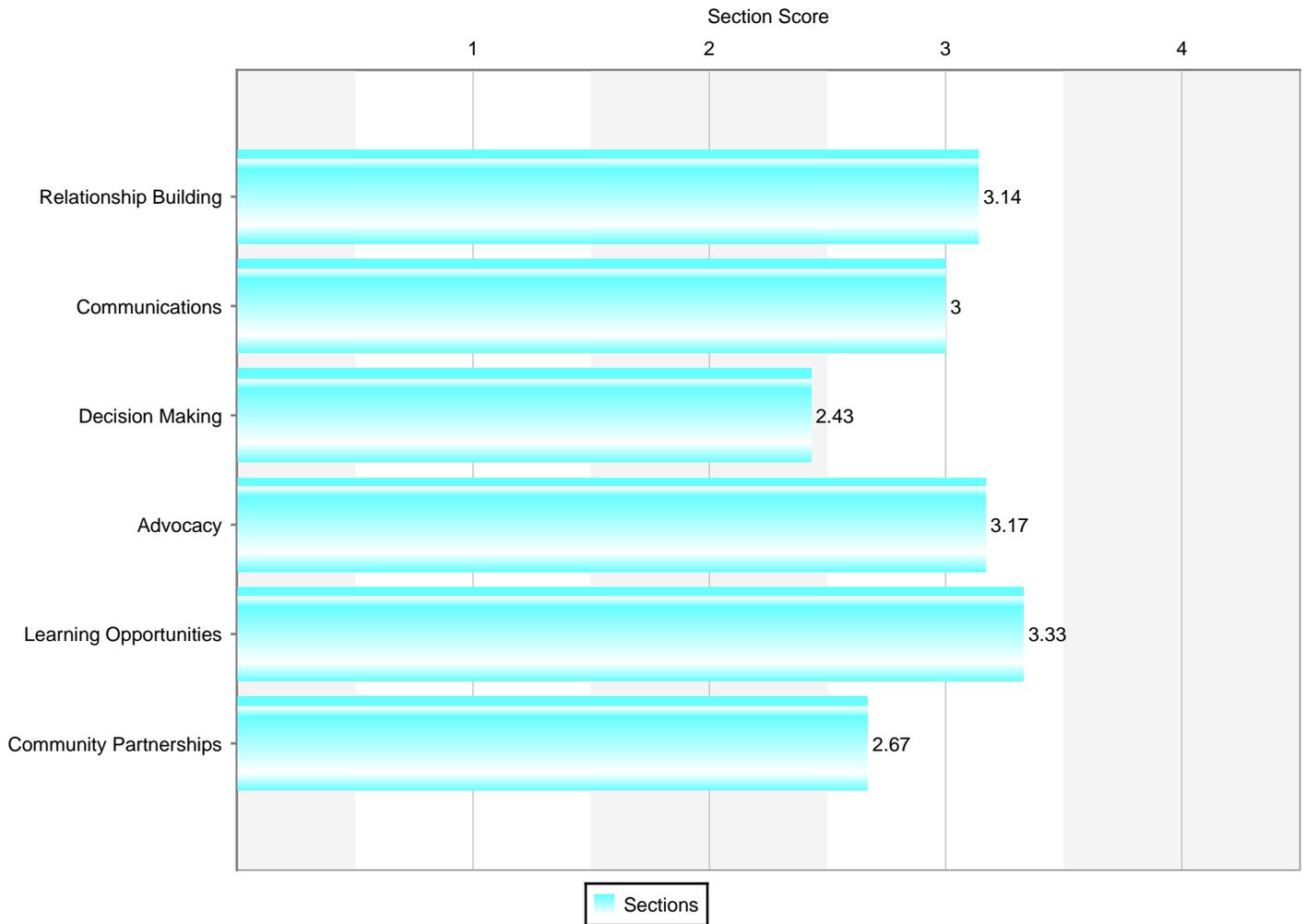
Reflect upon your responses to each of the Missing Piece objectives.

Based on the results from the Missing Piece survey, we are proficient in Relationship Building, Communications, Advocacy, and Learning Opportunities. Two areas where we scored below proficiency are Decision Making and Community Partnerships. To sustain our strengths, we will continue to work on building positive relationships with all stakeholders by ensuring everyone is actively involved in students' learning opportunities. We will continue to actively communicate to stakeholders through various means, including social media, press releases, digital and print newsletters, the school website, Remind, school wide texts, and individual emails, phone calls, and notes. We will continue to provide opportunities for parents to schedule conferences with teachers at a time convenient for parents.

To improve our areas of need, we plan to refine our methods of encouraging, supporting, and expecting parents to be involved in our school improvement decisions and to monitor/assist school improvement. We plan to involve our SBDM parents in more trainings offered by the school or district. We also plan to regularly share information on student achievement and to involve business and community leaders in school improvement efforts.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

To engage a variety of stakeholders in the development of our improvement plan, we met with the Assessment and Planning Committee, which includes six teachers and administration, on an early release Friday from 1:00-3:00. The teachers volunteered to be on this committee. During this meeting, we analyzed the School Report Card and determined strengths and areas of improvement. We discussed what strategies were already in place for our areas of improvement and gathered ideas for additional strategies we could implement in the future to assist in continuous improvement.

After meeting with the Assessment and Planning Committee, administration met with grade level PLCs during their common planning times to discuss specific areas of strength and weaknesses per grade level. Grade level PLCs discussed needed resources, scheduling changes, gap students, growth scores, scale scores, and individual student data needs to suggest changes and plans for our CSIP. After the CSIP is completed, we plan to meet again with grade level PLCs and the Assessment Committee to review the CSIP for Impact and Implementation towards our objectives and activities.

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

As part of their PLC meetings, all teachers were involved in the process of analyzing the School Report Card and benchmark assessment results. Together, teachers work in their PLCs to develop SMART Student Growth and Professional goals that reflect students' mastery of the standards. Teachers then share these learning objectives and goals with students and parents.

Our Site-Based Decision Making council reviewed and approved our current improvement plan, after a thorough review of the CSIP, and offering suggestions for continuous improvement.

Parents were involved in helping develop our improvement plan. Throughout the school year, through surveys, conferences, and parent workshops, teachers and administrators have worked with parents to discuss areas of concern and ways to address them. Parents are regularly encouraged to voice their concerns through multiple channels.

Students' input is always encouraged in knowing ways to best meet their learning needs. Student surveys, task forces, leadership groups, and advisory councils are some of the ways our students collaborate with teachers to improve student culture and academics.

Our staff and community committees, such as the Health and Wellness Committee, meet regularly to discuss and set goals for our students and staff. These goals are then incorporated into our discussions with all stakeholders in developing our improvement plan.

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

The final improvement plan was approved by our SBDM at a meeting that was open and advertised to the public. Our final improvement plan is posted on our website, and we solicited feedback on it through the website and social media. All teachers receive a copy of our improvement plan, and through PLC work, know exactly which objectives and activities they are responsible for completing. Documentation of progress is maintained through digital PLC journals.

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?

Process and groups used to develop our Needs Assessment:

1. SBDM
2. Assessment and Planning Committee
3. PLC data review

The SBDM reviewed the data to look for overall patterns. The Assessment and Planning Committee reviewed the data based on specific group and grade level data, focusing on patterns from last year's School Report Card compared to this year's School Report Card. The committee also analyzed the gap data, looking for areas of concerns in specific content areas. All faculty and staff meet in their grade level PLCs during school-wide Data Day to review their grade level data (current students and the students from last year). Each grade level team compiled the data, set goals, and set targeted interventions for students.

With the data provided from the 2015-2016 School Report Card, we are trying to answer several questions:

1. In what areas did our scores decrease?
2. In what areas did our scores increase?
3. What are the causes for the decreases/increases?
4. What are the next steps to reduce the areas that decreased and to improve the areas that sustained, so that we will be a School of Distinction (elementary and middle) for the 2016-2017 school year?

The data tells us that we need to increase the percentage of students who show growth from year to year. We had 69.3% of our elementary students and 63.5% of our middle school students show growth. This is a drop from 2015 data, but still above the state average of 61.4% of elementary and 58.8% of middle school students.

All content areas, except elementary social studies, have at least 25% of students who could be moved from below proficiency to the proficiency level. Our scores show achievement gaps between males and females, except in elementary and middle school math, and elementary social studies. Achievement gaps for our non-duplicated gap groups exist for all tested content areas.

With the data, we are able to compare elementary and middle school scores. For the elementary, the NAPD calculation for Reading is 90.5%; Math 85.5%; Social Studies 100%; Writing 92%; Language Mechanics 89.5%.

For the middle school, the NAPD calculation for Reading is 81.2%; Math 79%; Social Studies 93.6%; Writing 72.7%; Language Mechanics 57.4%.

Delivery Targets (All Students)-

- In Elementary Combined Reading/Math, 69.6% of our students reached proficiency; next year, we need to be at 73.8%.
- In Middle Combined Reading/Math, 62.4% of our students reached proficiency; next year, we need to be at 73.3%.
- In Elementary Writing, 69.4% of our students reached proficiency; next year, we need to be at 60.9%.
- In Middle Writing, 55.9% of our students reached proficiency; next year, we need to be at 74.0%.

Comprehensive School Improvement Plan

Auburn Elementary School

Non-Duplicated Gap -

- In Elementary Reading/Math, 59.5% of our gap students scored proficient/distinguished out of a target of 62.6%(state average - 44.7)
- In Middle Reading/Math, 52% of our gap students scored proficient/distinguished out of a target of 52.8% (state average - 40%)

IEP -

- In Elementary, we are below the state average of students with IEPs scoring proficient/distinguished in Reading (3.6% below) and Math (10% below).
- In Middle, we are above the state average of students with IEPs scoring proficiency/distinguished in Reading (2.2% above), but below state average in Math (3.2% below) and Writing (4.4% below).

Free/Reduced -

- In all areas Reading, Math, Elementary Writing and Language Mechanics, and Social Studies approximately 50% or more of our Free/Reduced Lunch students scored proficient/distinguished. Middle school had 43% of Free/Reduced lunch students proficient/distinguished in writing, and 27.3% in language mechanics. In all areas, Free/Reduced Lunch students were above the state average of students scoring proficient/distinguished, except middle school language mechanics.

Reading Achievement -

- In Elementary, all grades were at least 15% above the state percentage of students scoring proficient/distinguished.
- In Middle, all grades were at least 8% above the state percentage of students scoring proficient/distinguished;

Math Achievement -

- In Math for both Elementary and Middle, all grades were at least 15% above the state average of students scoring proficient/distinguished.

Writing Achievement -

- In Writing for Elementary, our students scored at least 28.4% above the state average of students scoring proficient /distinguished, and 11.5% above state average in middle grades.

Language Mechanics -

- In Language Mechanics for Elementary (4th grade), our students scored 14.4% above the state average of students scoring proficient/distinguished, and in Middle (6th grade), we were 0.3% above the state average.

The data tells us that we need to work to improve scores in Writing, Language Mechanics, and students with IEPs.

The K-PREP data does not tell us why our students are scoring below our delivery targets. The K-PREP data does not tell us the specific standards that the students have not mastered.

From other data sources (TELL survey, Missing Piece Survey), we are asking: What are our main areas of improvement based on stakeholders' perceptions, and what are we doing to refine our areas of improvement?

From the TELL survey, we are working on three areas:

1. to refine professional development to ensure all teachers are provided training to meet their individual professional needs
2. to provide opportunities for teacher leadership
3. to provide teachers with needed resources

Comprehensive School Improvement Plan

Auburn Elementary School

From the Missing Piece survey, we need to continue to build relationships with our community business partners. We plan to openly communicate through social media, press releases to community newspapers, newsletters and emails home, and Remind app technology about SBDM and other community-school opportunities. For building relationships with our community partners, we will continue to schedule meetings and student trips with local businesses to integrate community partnerships into students' learning to help them be college and career ready.

Review of previous plan and its implementation:

After reviewing our 2015-2016 CSIP, we found that we are still striving to meet our delivery targets in all areas. We are focusing on improving our non-duplicated gap groups by refining our RtI process from last school year; the non-duplicated gap group is an area we work to enhance by redoing schedules, adding new intervention programs, and participating in training based on meeting the needs of our gap students.

Continuous review of our 2016-2017 CSIP:

Our Assessment and Planning Committee will meet during the school year to analyze our progress of meeting our strategies/activities plans. We will make revisions as needed. Grade level PLCs will monitor their progress toward meeting their goals and objectives in the CSIP.

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?

Auburn Elementary School was recognized as a 2013 National Blue Ribbon School.

The middle school is classified as Distinguished, and the elementary school is classified as Distinguished/Progressing, and a School of Distinction. In the elementary, fewer than 10% of students scored novice in any tested area, with the exception of language mechanics.

Elementary reading scores overall had an 11.3% jump in reading proficiency. 5th grade reading scores had the highest percent of proficiency with 87.1% of all students meeting proficiency. 7th grade reading scores had the highest percent of proficiency with 73.4% of all students meeting proficiency.

5th grade math scores had the highest percent of proficiency with 79% of all students meeting proficiency. 7th grade math scores had the highest percent of proficiency with 64.6% of all students meeting proficiency.

Elementary (5th grade) on-demand had 79.4% of all students meeting proficiency, and over 50% of both 6th and 8th grade students met proficiency in writing, with fewer than 10% novice in 8th grade.

To sustain and improve upon our strengths, all teachers will continue to use multiple formative assessments throughout each unit to diagnose each student's comprehension/mastery of the content. Interventions will continue for all students as the need arises throughout the school year. Teachers will continue to plan together (vertical and horizontal), and they will use ongoing data to drive instructional decisions.

Opportunities for Improvement

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

Based upon the data analysis of the 2016 School Report Card, continued improvements are needed at all grade levels with many students scoring in the Novice and Apprentice range. During our fall schoolwide data day, all teachers disaggregated data to determine our areas for improvement and next steps. The school is then using this data to inform our 30-60-90 day plan, where we plan to specifically target improving our core instruction and providing immediate interventions for students who are not demonstrating understanding of the content.

Our plan is to further identify specific skills students need through targeted reading and math interventions. To do so, we will utilize the Discovery Education reading and math assessments, STAR Reading and Math assessments, Reading and Math Inventories, and classroom assessments to identify specific skills where students continue to struggle, and provide appropriate interventions. Interventions will take multiple forms, including reteaching in classroom small groups, Lexia and Reading Plus software, Read 180 and System 44 remedial classes, Accelerated Math, and Reflex math. Reading comprehension strategies will be continue to be incorporated within all content areas. Teachers in all grade levels will work in PLC teams to discuss, implement, and review specific reading and math instructional strategies to improve core instruction, then analyze student data for feedback on implementation.

While writing scores in elementary continue to show improvement, writing scores in middle school are declining. Students in all areas also continue to struggle with language mechanics skills. To address this problem, writing teachers will meet in vertical PLCs to share writing strategies, research new writing best practices, and develop a language mechanics pacing guide. Teachers will use data from writing assessments to identify specific writing skills where students continue to struggle, then develop a plan to address these needs. 5th and 6th grade teachers will utilize the individualization resources of Google Classroom through class sets of Chromebooks to share writing with classmates and teachers to provide continuous improvement of writing. Language mechanics skills will continue to be integrated into writing instruction to provide students with authentic, holistic uses of these skills.

Our school continues to address the instructional and remedial needs of those in the non-duplicated achievement gap group. Our special education teachers are collaborating with the content teachers to develop methods to help meet the immediate needs of these students through RTI times and core instruction. During a school-wide fall data day, teachers identified specific students who continue to struggle across the content areas, and have developed an action plan to address those needs. All teachers are focusing on improving the scores of students whose scale scores are one or two points away from being at the next level, and teachers are targeting students who did not show growth on the 2015-2016 K-PREP Reading and Math assessments.

We have looked at non-academic data to learn about opportunities for improvement. From the TELL survey data, we know that we need to maintain our improvements of providing teachers with more choice for professional development. We are doing this by encouraging teachers to attend a variety of PD that focuses on what they need (literacy trainings, science trainings, math trainings).

Conclusion

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

Auburn Elementary School will continue to utilize the Discovery Education, STAR Reading, STAR Math, MI, and RI assessment diagnostic tools to identify students for intervention purposes in all assessed content areas as well as in K through 2nd in reading and math. Teachers will utilize Lexia Core5, Reading Plus, Read 180, System 44, and Reflex Math, all differentiated programs, to provide support, remediation, and enrichment for students in both reading and math across achievement levels. Teachers will receive training in effective RTI methods through multiple job-embedded professional development opportunities. Vertical and horizontal PLCs will meet to refine pacing guides, develop common strategies and assessments, and track the data of individual students. Science and social studies teachers will continue to implement strategies to incorporate reading comprehension lessons and writing within their content areas. Professional development and resources will be provided for all teachers in based on their differentiated professional needs.

2016-17 Plan for Comprehensive School Improvement

Overview

Plan Name

2016-17 Plan for Comprehensive School Improvement

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	KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.	Objectives: 2 Strategies: 5 Activities: 8	Organizational	\$19988
2	KY State GAP Reduction Goal: Increase the average combined reading and math proficiency ratings for the non-duplicated GAP group in elementary and in middle school from 33% in 2012 to 66.5% in 2019.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$7200
3	State CCR Goal: Increase the total percentage of 6th-8th grade students who are college and career ready from 46.2% to 73.1% by 2019, as identified by combined reading and math proficient or distinguished KPREP scores.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	KY State Novice Reduction Goal: Decrease the overall percentage of students scoring at the novice level in reading and math by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

Goal 1: KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for elementary from 66.5% to 73.8% and for middle from 62.4% to 73.3% by 05/19/2017 as measured by K-PREP.

Strategy 1:

Monitoring Student Achievement - All teachers will use a regularly-updated data-tracking sheet for benchmark and other formative assessments to drive instructional decisions and determine interventions needed for individual students.

Category: Integrated Methods for Learning

Research Cited: KY Best Practice

Activity - Data-Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a regularly-updated data-tracking sheet for reading and math assessments, benchmark assessments, and state assessments, to determine the need for possible interventions or supplemental services for individual students. Progress will be monitored longitudinally from year to year, as the data-tracking sheet moves with students to the next teacher. Teachers will utilize data from the school-wide data tracker worksheet, as well as novice reduction worksheets, to target students scoring novice in one or more assessment areas to ensure they are receiving individualized intervention and supplemental services to improve student performance.	Academic Support Program	10/17/2016	10/16/2017	\$0	No Funding Required	Teachers and Administrators

Strategy 2:

Curriculum Development - Horizontal and vertical PLCs will meet regularly to align curriculum, refine pacing guides, research and discuss instructional practices, analyze formative assessment and benchmark test data, and develop short- and long-range goals for individual students.

Category: Professional Learning & Support

Research Cited: KY Best Practice

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Auburn Elementary School

<p>Across all grade levels and content areas, horizontal PLC teams will collaborate to incorporate common, research-based literacy strategies, refine literacy core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both reading comprehension and writing skills.</p> <p>K-5 teachers and 6-8 language arts teachers will utilize flexible differentiated student grouping during core reading instruction to meet individual student literacy needs.</p> <p>Students in grades 6-8 are also assigned a reading teacher, in addition to their language arts teacher, who monitors individual student progress in meeting reading benchmark goals and continued growth.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0	No Funding Required	Administration , Classroom Teachers
Activity - Literacy Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of literacy skills. K-5 students will use Lexia Core 5 and 5-8 will use Reading Plus and/or Read Theory.</p> <p>Orton-Gillingham Multi-Sensory reading approach is provided in small groups for students 2-3, along with a reading interventionist K-3. System 44 and Read 180 remedial reading classes will also be provided to students in 4-8 who are below grade level in reading.</p>	Direct Instruction	12/01/2016	12/01/2017	\$11000	Title I Schoolwide	Administration and Teachers
Activity - Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Elementary horizontal PLC teams and vertical middle school mathematics PLC teams will collaborate to incorporate common, research-based mathematics strategies, refine mathematics core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both numeracy and operations mathematics skills.</p> <p>K-5 teachers and 6-8 mathematics teachers will utilize flexible differentiated student grouping during core mathematics instruction to meet individual student mathematics needs.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0	No Funding Required	Teachers and Administration
Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of mathematics skills, including Dreambox Math, Reflex Math, Khan Academy, Prodigy, and Accelerated Math.</p>	Direct Instruction	12/01/2016	12/01/2017	\$1488	Title I Schoolwide	Teachers and administration

Strategy 3:

Professional Growth Tools - Teachers will utilize a variety of digital tools, including GradeCam and CIITS to analyze student data, administer assessments, and utilize

Comprehensive School Improvement Plan

Auburn Elementary School

professional growth tools to improve instructional practices and student engagement.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Digital Professional Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Grade Cam and/or CIITS will be utilized by teachers and administrators to track and analyze individual student data, develop professional growth goals, student growth goals, classroom observation notes and to analyze state assessment data. K-5 teachers use ConnectED to plan instruction and analyze data from common reading assessments. Orton-Gillingham Interactive is also used for planing and analysis of small group intervention instruction in the primary grades.</p> <p>Professional development will continue to be provided that explains the components of the TPGES evaluation system, peer observations, and the professional growth tools available in CIITS (Educator Development Suite and PD 360). The percentage of teachers ranked as "accomplished" or higher will maintain at 100%. Teachers are supported by administration in implementing TPGES effectively. Teachers and administrators have meaningful conversations about how to refine instruction, develop professional growth goals, and meet student growth goals.</p>	Academic Support Program	12/01/2016	12/01/2017	\$1500	General Fund	Administration and Teachers

Measurable Objective 2:

demonstrate a proficiency increase of 5% in K-3 reading and math common core standards by 05/19/2017 as measured by school and district benchmark assesments.

Strategy 1:

Screener Assessments - Determine the readiness of all entering K students

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K students will be administered the BRIGANCE K Screener at the beginning of the 2016-2017 school year	Academic Support Program	07/27/2016	08/31/2016	\$0	No Funding Required	K Teachers

Strategy 2:

Increasing Kindergarten Readiness - The school will collaborate with FRYSC, community partners, and district staff to implement a series of parent workshops, informing parents of the components of kindergarten readiness, and strategies for working with their child.

Category: Early Learning

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement a series of parent workshops, utilizing United Way's Born Learning Academy grant funds and materials. School administrators will collaborate with the workshop facilitator to involve parents in hands-on work with their pre-school age child. Parents will learn strategies and methods for working with their child at home to prepare for kindergarten. This will include informing parents of the tasks on the BRIGANCE kindergarten screener.	Parent Involvement	10/17/2016	05/19/2017	\$6000	Grant Funds	Administrators, teachers, FRYSC staff

Goal 2: KY State GAP Reduction Goal: Increase the average combined reading and math proficiency ratings for the non-duplicated GAP group in elementary and in middle school from 33% in 2012 to 66.5% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group in elementary from 59.5% to 67.2% and in middle from 52% to 67.5% by 05/19/2017 as measured by the K-PREP GAP score.

Strategy 1:

Interventions - Students scoring below proficiency in ELA and/or math will be provided interventions in targeted areas.

Category: Learning Systems

Research Cited: KY Best Practice

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below proficiency will be identified for intervention by the classroom teacher based on ELA and/or math classroom assessment results from Reading Inventory, Mathematics Inventory, STAR Reading and Math, DIBELS Reading and Math, Discovery Education and classroom assessments. Grade/content area PLCs will meet to discuss RTI needs of individual students on a regular basis, based on analysis of classroom and benchmark data. Teachers will identify specific essential grade level skills to be targeted through intervention. Reading interventionist will provide intervention services in the primary grades.	Direct Instruction	12/01/2016	12/01/2017	\$0	No Funding Required	Classroom Teachers, Administration, Reading Interventionist

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Auburn Elementary School

Students scoring below proficiency in ELA and/or math will receive ESS (Extended School Services) during the school day and/or after school hours to increase comprehension of standards.	Tutoring	12/01/2016	12/01/2017	\$7200	State Funds	Administration ESS Teachers, Classroom Teachers
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Strategy 2:

Monitoring Student Achievement - Teachers will utilize benchmark and regular formative assessments to regularly monitor the progress of all students in gap groups.

Category: Integrated Methods for Learning

Research Cited: Kentucky Initiative

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data from Discovery Education assessments, state assessments, STAR Reading and Math, Reading Inventory, Math Inventory, classroom assessments, etc. for planning and instruction. Teachers will use data resources, such as Grade Cam and the school-wide data tracker, to help monitor the progress of gap students in their classrooms. Teachers will analyze K-PREP data to target students who show no growth in the Reading and Math assessments, and they will provide these students with small group or one-on-one interventions. Teachers will meet regularly in Professional Learning Communities to analyze student data and to make changes to RTI/regular classroom instruction and student groupings based on the data.	Direct Instruction	12/01/2016	12/01/2017	\$0	No Funding Required	Administration and Teachers

Strategy 3:

Engaging Instruction - Teachers and students will use digital resources to increase student learning and achievement rates for math and reading.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Digital Learning Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use a variety of digital learning tools, such as iPads and on-line courses (Lexia Core5, Reading Plus, Read Theory, Khan Academy, Discovery Education, System 44, Read 180, Reading Renaissance, Khan Academy, Prodigy, Biblionasium, Accelerated Math, etc.) These activities and programs utilize online delivery of educational content to personalize learning and differentiate instruction from student to student across a diverse group of learners.	Technology	12/01/2016	12/01/2017	\$0	No Funding Required	Administration and Teachers

Goal 3: State CCR Goal: Increase the total percentage of 6th-8th grade students who are college and career ready from 46.2% to 73.1% by 2019, as identified by combined reading and math proficient or distinguished KPREP scores.

Measurable Objective 1:

collaborate to increase the percentage of 6th-8th grade students who score proficient or distinguished from 60.6% to 72.2% in math and from 64.1% to 74.3% in reading by 05/19/2017 as measured by the KPREP test.

Strategy 1:

Targeted Interventions - Students in 6th, 7th, and 8th grades will complete formative assessments based on benchmark Discovery Education, STAR Math and Reading, Reading Inventory, and Math Inventory assessments, which will provide teachers with the needed data to provide targeted interventions to help all students be College and Career Ready.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the data from formative and summative assessments and will use their findings to implement individualized, targeted, and transitional interventions.	Direct Instruction	12/01/2016	12/01/2017	\$0	No Funding Required	Administration and Middle School Teachers
Activity - College and Career Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school students will participate in college and career preparation programs - Individualized Learning Plans, including college and career readiness tools, the Reality Store, career guest speakers, job-shadowing, and college and career family events.	Career Preparation/Orientation	12/01/2016	12/01/2017	\$0	No Funding Required	Administration and 8th grade teachers

Goal 4: KY State Novice Reduction Goal: Decrease the overall percentage of students scoring at the novice level in reading and math by 50% by 2020.

Measurable Objective 1:

Comprehensive School Improvement Plan

Auburn Elementary School

collaborate to decrease the percentage of elementary and middle school students scoring novice by 10% by 05/19/2017 as measured by KPREP.

Strategy 1:

Core Instruction Refinement - Teachers will collaborate to refine core instruction in reading and math.

Category: Continuous Improvement

Research Cited: Hattie's Visible Learning

Activity - Essential Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in PLCs both in school and in the district to identify essential standards for core instruction in reading and math at each grade level.	Professional Learning	12/01/2016	12/01/2017	\$0	No Funding Required	Teachers, Administrators
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create common assessments in reading and math, based on essential standards for each grade level.	Academic Support Program	12/01/2016	12/01/2016	\$0	No Funding Required	Teachers, Administrators

Strategy 2:

Interventions - Teachers will collaborate in grade-level teams to develop RTI protocols.

Category: Learning Systems

Research Cited: Hattie's Visible Learning

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend web-based training with Mike Mattos in refining existing RTI protocols.	Professional Learning	12/01/2016	12/01/2016	\$0	No Funding Required	Teachers, Administrators
Activity - PLC Protocols	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will attend training on effective PLC processes, and will then assist and monitor teachers in implementing these processes.	Professional Learning	12/01/2016	12/01/2017	\$0	No Funding Required	Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventions	In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of mathematics skills, including Dreambox Math, Reflex Math, Khan Academy, Prodigy, and Accelerated Math.	Direct Instruction	12/01/2016	12/01/2017	\$1488	Teachers and administration
Literacy Interventions	In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of literacy skills. K-5 students will use Lexia Core 5 and 5-8 will use Reading Plus and/or Read Theory. Orton-Gillingham Multi-Sensory reading approach is provided in small groups for students 2-3, along with a reading interventionist K-3. System 44 and Read 180 remedial reading classes will also be provided to students in 4-8 who are below grade level in reading.	Direct Instruction	12/01/2016	12/01/2017	\$11000	Administration and Teachers
Total					\$12488	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Workshops	The school will implement a series of parent workshops, utilizing United Way's Born Learning Academy grant funds and materials. School administrators will collaborate with the workshop facilitator to involve parents in hands-on work with their pre-school age child. Parents will learn strategies and methods for working with their child at home to prepare for kindergarten. This will include informing parents of the tasks on the BRIGANCE kindergarten screener.	Parent Involvement	10/17/2016	05/19/2017	\$6000	Administrator s, teachers, FRYSC staff
Total					\$6000	

State Funds

Comprehensive School Improvement Plan

Auburn Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Students scoring below proficiency in ELA and/or math will receive ESS (Extended School Services) during the school day and/or after school hours to increase comprehension of standards.	Tutoring	12/01/2016	12/01/2017	\$7200	Administration, ESS Teachers, Classroom Teachers
Total					\$7200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Professional Tools	<p>Grade Cam and/or CIITS will be utilized by teachers and administrators to track and analyze individual student data, develop professional growth goals, student growth goals, classroom observation notes and to analyze state assessment data. K-5 teachers use ConnectED to plan instruction and analyze data from common reading assessments. Orton-Gillingham Interactive is also used for planning and analysis of small group intervention instruction in the primary grades.</p> <p>Professional development will continue to be provided that explains the components of the TPGES evaluation system, peer observations, and the professional growth tools available in CIITS (Educator Development Suite and PD 360). The percentage of teachers ranked as "accomplished" or higher will maintain at 100%. Teachers are supported by administration in implementing TPGES effectively. Teachers and administrators have meaningful conversations about how to refine instruction, develop professional growth goals, and meet student growth goals.</p>	Academic Support Program	12/01/2016	12/01/2017	\$1500	Administration and Teachers
Total					\$1500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Driven Instruction	Teachers will analyze the data from formative and summative assessments and will use their findings to implement individualized, targeted, and transitional interventions.	Direct Instruction	12/01/2016	12/01/2017	\$0	Administration and Middle School Teachers
PLC Protocols	Administrators will attend training on effective PLC processes, and will then assist and monitor teachers in implementing these processes.	Professional Learning	12/01/2016	12/01/2017	\$0	Administrators

Comprehensive School Improvement Plan

Auburn Elementary School

College and Career Prep	Middle school students will participate in college and career preparation programs - Individualized Learning Plans, including college and career readiness tools, the Reality Store, career guest speakers, job-shadowing, and college and career family events.	Career Preparation/Orientation	12/01/2016	12/01/2017	\$0	Administration and 8th grade teachers
Essential Standards	Teachers will collaborate in PLCs both in school and in the district to identify essential standards for core instruction in reading and math at each grade level.	Professional Learning	12/01/2016	12/01/2017	\$0	Teachers, Administrators
Common Assessments	Teachers will collaborate to create common assessments in reading and math, based on essential standards for each grade level.	Academic Support Program	12/01/2016	12/01/2016	\$0	Teachers, Administrators
Digital Learning Tools	Teachers and students will use a variety of digital learning tools, such as iPads and on-line courses (Lexia Core5, Reading Plus, Read Theory, Khan Academy, Discovery Education, System 44, Read 180, Reading Renaissance, Khan Academy, Prodigy, Biblionasium, Accelerated Math, etc.) These activities and programs utilize online delivery of educational content to personalize learning and differentiate instruction from student to student across a diverse group of learners.	Technology	12/01/2016	12/01/2017	\$0	Administration and Teachers
BRIGANCE Screener	All K students will be administered the BRIGANCE K Screener at the beginning of the 2016-2017 school year	Academic Support Program	07/27/2016	08/31/2016	\$0	K Teachers
Math Instruction	Elementary horizontal PLC teams and vertical middle school mathematics PLC teams will collaborate to incorporate common, research-based mathematics strategies, refine mathematics core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both numeracy and operations mathematics skills. K-5 teachers and 6-8 mathematics teachers will utilize flexible differentiated student grouping during core mathematics instruction to meet individual student mathematics needs.	Academic Support Program	12/01/2016	12/01/2017	\$0	Teachers and Administration
Professional Learning	Teachers will attend web-based training with Mike Mattos in refining existing RTI protocols.	Professional Learning	12/01/2016	12/01/2016	\$0	Teachers, Administrators

Comprehensive School Improvement Plan

Auburn Elementary School

RTI	<p>Students scoring below proficiency will be identified for intervention by the classroom teacher based on ELA and/or math classroom assessment results from Reading Inventory, Mathematics Inventory, STAR Reading and Math, DIBELS Reading and Math, Discovery Education and classroom assessments.</p> <p>Grade/content area PLCs will meet to discuss RTI needs of individual students on a regular basis, based on analysis of classroom and benchmark data. Teachers will identify specific essential grade level skills to be targeted through intervention.</p> <p>Reading interventionist will provide intervention services in the primary grades.</p>	Direct Instruction	12/01/2016	12/01/2017	\$0	Classroom Teachers, Administration, Reading Interventionist
Data Driven Instruction	<p>Teachers will use data from Discovery Education assessments, state assessments, STAR Reading and Math, Reading Inventory, Math Inventory, classroom assessments, etc. for planning and instruction. Teachers will use data resources, such as Grade Cam and the school-wide data tracker, to help monitor the progress of gap students in their classrooms. Teachers will analyze K-PREP data to target students who show no growth in the Reading and Math assessments, and they will provide these students with small group or one-on-one interventions. Teachers will meet regularly in Professional Learning Communities to analyze student data and to make changes to RTI/regular classroom instruction and student groupings based on the data.</p>	Direct Instruction	12/01/2016	12/01/2017	\$0	Administration and Teachers
Literacy Strategies	<p>Across all grade levels and content areas, horizontal PLC teams will collaborate to incorporate common, research-based literacy strategies, refine literacy core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both reading comprehension and writing skills.</p> <p>K-5 teachers and 6-8 language arts teachers will utilize flexible differentiated student grouping during core reading instruction to meet individual student literacy needs.</p> <p>Students in grades 6-8 are also assigned a reading teacher, in addition to their language arts teacher, who monitors individual student progress in meeting reading benchmark goals and continued growth.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0	Administration, Classroom Teachers

Comprehensive School Improvement Plan

Auburn Elementary School

Data-Tracking	<p>Teachers will utilize a regularly-updated data-tracking sheet for reading and math assessments, benchmark assessments, and state assessments, to determine the need for possible interventions or supplemental services for individual students. Progress will be monitored longitudinally from year to year, as the data-tracking sheet moves with students to the next teacher.</p> <p>Teachers will utilize data from the school-wide data tracker worksheet, as well as novice reduction worksheets, to target students scoring novice in one or more assessment areas to ensure they are receiving individualized intervention and supplemental services to improve student performance.</p>	Academic Support Program	10/17/2016	10/16/2017	\$0	Teachers and Administrators
Total					\$0	

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

Auburn Elementary School

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.	N/A	School-wide Title I	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	N/A	School-wide Title I	

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.	N/A	School-wide Title I	

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.	N/A	School-wide Title I	

Comprehensive School Improvement Plan

Auburn Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	N/A	School-wide Title I	

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.	N/A	School-wide Title I	

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.	N/A	School-wide Title I	

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.	N/A	School-wide Title I	

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.	N/A	School-wide Title I	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	School-wide Title I	

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.	N/A	School-wide Title I	

Comprehensive School Improvement Plan

Auburn Elementary School

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		

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

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.	N/A	School-wide Title I	

Comprehensive School Improvement Plan

Auburn Elementary School

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.	N/A	School-wide Title I	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Additional staff was hired using Title I funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	Additional staff was hired using Title II funds.	

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:

KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for elementary from 66.5% to 73.8% and for middle from 62.4% to 73.3% by 05/19/2017 as measured by K-PREP.

Strategy1:

Monitoring Student Achievement - All teachers will use a regularly-updated data-tracking sheet for benchmark and other formative assessments to drive instructional decisions and determine interventions needed for individual students.

Category: Integrated Methods for Learning

Research Cited: KY Best Practice

Activity - Data-Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will utilize a regularly-updated data-tracking sheet for reading and math assessments, benchmark assessments, and state assessments, to determine the need for possible interventions or supplemental services for individual students. Progress will be monitored longitudinally from year to year, as the data-tracking sheet moves with students to the next teacher.</p> <p>Teachers will utilize data from the school-wide data tracker worksheet, as well as novice reduction worksheets, to target students scoring novice in one or more assessment areas to ensure they are receiving individualized intervention and supplemental services to improve student performance.</p>	Academic Support Program	10/17/2016	10/16/2017	\$0 - No Funding Required	Teachers and Administrators

Strategy2:

Curriculum Development - Horizontal and vertical PLCs will meet regularly to align curriculum, refine pacing guides, research and discuss instructional practices, analyze formative assessment and benchmark test data, and develop short- and long-range goals for individual students.

Comprehensive School Improvement Plan

Auburn Elementary School

Category: Professional Learning & Support

Research Cited: KY Best Practice

Activity - Literacy Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of literacy skills. K-5 students will use Lexia Core 5 and 5-8 will use Reading Plus and/or Read Theory.</p> <p>Orton-Gillingham Multi-Sensory reading approach is provided in small groups for students 2-3, along with a reading interventionist K-3. System 44 and Read 180 remedial reading classes will also be provided to students in 4-8 who are below grade level in reading.</p>	Direct Instruction	12/01/2016	12/01/2017	\$11000 - Title I Schoolwide	Administration and Teachers

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Across all grade levels and content areas, horizontal PLC teams will collaborate to incorporate common, research-based literacy strategies, refine literacy core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both reading comprehension and writing skills.</p> <p>K-5 teachers and 6-8 language arts teachers will utilize flexible differentiated student grouping during core reading instruction to meet individual student literacy needs.</p> <p>Students in grades 6-8 are also assigned a reading teacher, in addition to their language arts teacher, who monitors individual student progress in meeting reading benchmark goals and continued growth.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration, Classroom Teachers

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of mathematics skills, including Dreambox Math, Reflex Math, Khan Academy, Prodigy, and Accelerated Math.</p>	Direct Instruction	12/01/2016	12/01/2017	\$1488 - Title I Schoolwide	Teachers and administration

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Elementary horizontal PLC teams and vertical middle school mathematics PLC teams will collaborate to incorporate common, research-based mathematics strategies, refine mathematics core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both numeracy and operations mathematics skills.</p> <p>K-5 teachers and 6-8 mathematics teachers will utilize flexible differentiated student grouping during core mathematics instruction to meet individual student mathematics needs.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Teachers and Administration

Strategy3:

Professional Growth Tools - Teachers will utilize a variety of digital tools, including GradeCam and CIITS to analyze student data, administer assessments, and utilize professional growth tools to improve instructional practices and student engagement.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Digital Professional Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Grade Cam and/or CIITS will be utilized by teachers and administrators to track and analyze individual student data, develop professional growth goals, student growth goals, classroom observation notes and to analyze state assessment data. K-5 teachers use ConnectED to plan instruction and analyze data from common reading assessments. Orton-Gillingham Interactive is also used for planning and analysis of small group intervention instruction in the primary grades.</p> <p>Professional development will continue to be provided that explains the components of the TPGES evaluation system, peer observations, and the professional growth tools available in CIITS (Educator Development Suite and PD 360). The percentage of teachers ranked as "accomplished" or higher will maintain at 100%. Teachers are supported by administration in implementing TPGES effectively. Teachers and administrators have meaningful conversations about how to refine instruction, develop professional growth goals, and meet student growth goals.</p>	Academic Support Program	12/01/2016	12/01/2017	\$1500 - General Fund	Administration and Teachers

Measurable Objective 2:

demonstrate a proficiency increase of 5% in K-3 reading and math common core standards by 05/19/2017 as measured by school and district benchmark assessments.

Strategy1:

Increasing Kindergarten Readiness - The school will collaborate with FRYSC, community partners, and district staff to implement a series of parent workshops, informing parents of the components of kindergarten readiness, and strategies for working with their child.

Category: Early Learning

Comprehensive School Improvement Plan

Auburn Elementary School

Research Cited: Kentucky Initiative

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will implement a series of parent workshops, utilizing United Way's Born Learning Academy grant funds and materials. School administrators will collaborate with the workshop facilitator to involve parents in hands-on work with their pre-school age child. Parents will learn strategies and methods for working with their child at home to prepare for kindergarten. This will include informing parents of the tasks on the BRIGANCE kindergarten screener.	Parent Involvement	10/17/2016	05/19/2017	\$6000 - Grant Funds	Administrators, teachers, FRYSC staff

Strategy2:

Screeener Assessments - Determine the readiness of all entering K students

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K students will be administered the BRIGANCE K Screener at the beginning of the 2016-2017 school year	Academic Support Program	07/27/2016	08/31/2016	\$0 - No Funding Required	K Teachers

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

Goal 1:

KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.

Measurable Objective 1:

demonstrate a proficiency increase of 5% in K-3 reading and math common core standards by 05/19/2017 as measured by school and district benchmark assesments.

Strategy1:

Increasing Kindergarten Readiness - The school will collaborate with FRYSC, community partners, and district staff to implement a series of parent workshops, informing parents of the components of kindergarten readiness, and strategies for working with their child.

Category: Early Learning

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will implement a series of parent workshops, utilizing United Way's Born Learning Academy grant funds and materials. School administrators will collaborate with the workshop facilitator to involve parents in hands-on work with their pre-school age child. Parents will learn strategies and methods for working with their child at home to prepare for kindergarten. This will include informing parents of the tasks on the BRIGANCE kindergarten screener.	Parent Involvement	10/17/2016	05/19/2017	\$6000 - Grant Funds	Administrators, teachers, FRYSC staff

Strategy2:

Screeener Assessments - Determine the readiness of all entering K students

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K students will be administered the BRIGANCE K Screener at the beginning of the 2016-2017 school year	Academic Support Program	07/27/2016	08/31/2016	\$0 - No Funding Required	K Teachers

Measurable Objective 2:

collaborate to increase the overall reading and math scores for elementary from 66.5% to 73.8% and for middle from 62.4% to 73.3% by 05/19/2017 as measured by K-PREP.

Strategy1:

Professional Growth Tools - Teachers will utilize a variety of digital tools, including GradeCam and CIITS to analyze student data, administer assessments, and utilize professional growth tools to improve instructional practices and student engagement.

Category: Management Systems

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Digital Professional Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Grade Cam and/or CIITS will be utilized by teachers and administrators to track and analyze individual student data, develop professional growth goals, student growth goals, classroom observation notes and to analyze state assessment data. K-5 teachers use ConnectED to plan instruction and analyze data from common reading assessments. Orton-Gillingham Interactive is also used for planning and analysis of small group intervention instruction in the primary grades.</p> <p>Professional development will continue to be provided that explains the components of the TPGES evaluation system, peer observations, and the professional growth tools available in CIITS (Educator Development Suite and PD 360). The percentage of teachers ranked as "accomplished" or higher will maintain at 100%. Teachers are supported by administration in implementing TPGES effectively. Teachers and administrators have meaningful conversations about how to refine instruction, develop professional growth goals, and meet student growth goals.</p>	Academic Support Program	12/01/2016	12/01/2017	\$1500 - General Fund	Administration and Teachers

Strategy2:

Curriculum Development - Horizontal and vertical PLCs will meet regularly to align curriculum, refine pacing guides, research and discuss instructional practices, analyze formative assessment and benchmark test data, and develop short- and long-range goals for individual students.

Category: Professional Learning & Support

Research Cited: KY Best Practice

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of mathematics skills, including Dreambox Math, Reflex Math, Khan Academy, Prodigy, and Accelerated Math.	Direct Instruction	12/01/2016	12/01/2017	\$1488 - Title I Schoolwide	Teachers and administration

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Literacy Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of literacy skills. K-5 students will use Lexia Core 5 and 5-8 will use Reading Plus and/or Read Theory.</p> <p>Orton-Gillingham Multi-Sensory reading approach is provided in small groups for students 2-3, along with a reading interventionist K-3. System 44 and Read 180 remedial reading classes will also be provided to students in 4-8 who are below grade level in reading.</p>	Direct Instruction	12/01/2016	12/01/2017	\$11000 - Title I Schoolwide	Administration and Teachers

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Elementary horizontal PLC teams and vertical middle school mathematics PLC teams will collaborate to incorporate common, research-based mathematics strategies, refine mathematics core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both numeracy and operations mathematics skills.</p> <p>K-5 teachers and 6-8 mathematics teachers will utilize flexible differentiated student grouping during core mathematics instruction to meet individual student mathematics needs.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Across all grade levels and content areas, horizontal PLC teams will collaborate to incorporate common, research-based literacy strategies, refine literacy core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both reading comprehension and writing skills.</p> <p>K-5 teachers and 6-8 language arts teachers will utilize flexible differentiated student grouping during core reading instruction to meet individual student literacy needs.</p> <p>Students in grades 6-8 are also assigned a reading teacher, in addition to their language arts teacher, who monitors individual student progress in meeting reading benchmark goals and continued growth.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration, Classroom Teachers

Strategy3:

Monitoring Student Achievement - All teachers will use a regularly-updated data-tracking sheet for benchmark and other formative assessments to drive instructional decisions and determine interventions needed for individual students.

Category: Integrated Methods for Learning

Research Cited: KY Best Practice

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Data-Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will utilize a regularly-updated data-tracking sheet for reading and math assessments, benchmark assessments, and state assessments, to determine the need for possible interventions or supplemental services for individual students. Progress will be monitored longitudinally from year to year, as the data-tracking sheet moves with students to the next teacher.</p> <p>Teachers will utilize data from the school-wide data tracker worksheet, as well as novice reduction worksheets, to target students scoring novice in one or more assessment areas to ensure they are receiving individualized intervention and supplemental services to improve student performance.</p>	Academic Support Program	10/17/2016	10/16/2017	\$0 - No Funding Required	Teachers and Administrators

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

Goal 1:

KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.

Measurable Objective 1:

demonstrate a proficiency increase of 5% in K-3 reading and math common core standards by 05/19/2017 as measured by school and district benchmark assessments.

Strategy1:

Screener Assessments - Determine the readiness of all entering K students

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K students will be administered the BRIGANCE K Screener at the beginning of the 2016-2017 school year	Academic Support Program	07/27/2016	08/31/2016	\$0 - No Funding Required	K Teachers

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

Goal 1:

KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.

Comprehensive School Improvement Plan

Auburn Elementary School

Measurable Objective 1:

demonstrate a proficiency increase of 5% in K-3 reading and math common core standards by 05/19/2017 as measured by school and district benchmark assessments.

Strategy1:

Increasing Kindergarten Readiness - The school will collaborate with FRYSC, community partners, and district staff to implement a series of parent workshops, informing parents of the components of kindergarten readiness, and strategies for working with their child.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will implement a series of parent workshops, utilizing United Way's Born Learning Academy grant funds and materials. School administrators will collaborate with the workshop facilitator to involve parents in hands-on work with their pre-school age child. Parents will learn strategies and methods for working with their child at home to prepare for kindergarten. This will include informing parents of the tasks on the BRIGANCE kindergarten screener.	Parent Involvement	10/17/2016	05/19/2017	\$6000 - Grant Funds	Administrators, teachers, FRYSC staff

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

Goal 1:

KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for elementary from 66.5% to 73.8% and for middle from 62.4% to 73.3% by 05/19/2017 as measured by K-PREP.

Strategy1:

Monitoring Student Achievement - All teachers will use a regularly-updated data-tracking sheet for benchmark and other formative assessments to drive instructional decisions and determine interventions needed for individual students.

Category: Integrated Methods for Learning

Research Cited: KY Best Practice

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Data-Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will utilize a regularly-updated data-tracking sheet for reading and math assessments, benchmark assessments, and state assessments, to determine the need for possible interventions or supplemental services for individual students. Progress will be monitored longitudinally from year to year, as the data-tracking sheet moves with students to the next teacher.</p> <p>Teachers will utilize data from the school-wide data tracker worksheet, as well as novice reduction worksheets, to target students scoring novice in one or more assessment areas to ensure they are receiving individualized intervention and supplemental services to improve student performance.</p>	Academic Support Program	10/17/2016	10/16/2017	\$0 - No Funding Required	Teachers and Administrators

Strategy2:

Curriculum Development - Horizontal and vertical PLCs will meet regularly to align curriculum, refine pacing guides, research and discuss instructional practices, analyze formative assessment and benchmark test data, and develop short- and long-range goals for individual students.

Category: Professional Learning & Support

Research Cited: KY Best Practice

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Elementary horizontal PLC teams and vertical middle school mathematics PLC teams will collaborate to incorporate common, research-based mathematics strategies, refine mathematics core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both numeracy and operations mathematics skills.</p> <p>K-5 teachers and 6-8 mathematics teachers will utilize flexible differentiated student grouping during core mathematics instruction to meet individual student mathematics needs.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of mathematics skills, including Dreambox Math, Reflex Math, Khan Academy, Prodigy, and Accelerated Math.</p>	Direct Instruction	12/01/2016	12/01/2017	\$1488 - Title I Schoolwide	Teachers and administration

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Literacy Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of literacy skills. K-5 students will use Lexia Core 5 and 5-8 will use Reading Plus and/or Read Theory.</p> <p>Orton-Gillingham Multi-Sensory reading approach is provided in small groups for students 2-3, along with a reading interventionist K-3. System 44 and Read 180 remedial reading classes will also be provided to students in 4-8 who are below grade level in reading.</p>	Direct Instruction	12/01/2016	12/01/2017	\$11000 - Title I Schoolwide	Administration and Teachers

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Across all grade levels and content areas, horizontal PLC teams will collaborate to incorporate common, research-based literacy strategies, refine literacy core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both reading comprehension and writing skills.</p> <p>K-5 teachers and 6-8 language arts teachers will utilize flexible differentiated student grouping during core reading instruction to meet individual student literacy needs.</p> <p>Students in grades 6-8 are also assigned a reading teacher, in addition to their language arts teacher, who monitors individual student progress in meeting reading benchmark goals and continued growth.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration, Classroom Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

KY State GAP Reduction Goal: Increase the average combined reading and math proficiency ratings for the non-duplicated GAP group in elementary and in middle school from 33% in 2012 to 66.5% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group in elementary from 59.5% to 67.2% and in middle from 52% to 67.5% by 05/19/2017 as measured by the K-PREP GAP score.

Strategy1:

Interventions - Students scoring below proficiency in ELA and/or math will be provided interventions in targeted areas.

Category: Learning Systems

Comprehensive School Improvement Plan

Auburn Elementary School

Research Cited: KY Best Practice

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students scoring below proficiency will be identified for intervention by the classroom teacher based on ELA and/or math classroom assessment results from Reading Inventory, Mathematics Inventory, STAR Reading and Math, DIBELS Reading and Math, Discovery Education and classroom assessments.</p> <p>Grade/content area PLCs will meet to discuss RTI needs of individual students on a regular basis, based on analysis of classroom and benchmark data. Teachers will identify specific essential grade level skills to be targeted through intervention.</p> <p>Reading interventionist will provide intervention services in the primary grades.</p>	Direct Instruction	12/01/2016	12/01/2017	\$0 - No Funding Required	Classroom Teachers, Administration, Reading Interventionist

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below proficiency in ELA and/or math will receive ESS (Extended School Services) during the school day and/or after school hours to increase comprehension of standards.	Tutoring	12/01/2016	12/01/2017	\$7200 - State Funds	Administration, ESS Teachers, Classroom Teachers

Strategy2:

Monitoring Student Achievement - Teachers will utilize benchmark and regular formative assessments to regularly monitor the progress of all students in gap groups.

Category: Integrated Methods for Learning

Research Cited: Kentucky Initiative

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data from Discovery Education assessments, state assessments, STAR Reading and Math, Reading Inventory, Math Inventory, classroom assessments, etc. for planning and instruction. Teachers will use data resources, such as Grade Cam and the school-wide data tracker, to help monitor the progress of gap students in their classrooms. Teachers will analyze K-PREP data to target students who show no growth in the Reading and Math assessments, and they will provide these students with small group or one-on-one interventions. Teachers will meet regularly in Professional Learning Communities to analyze student data and to make changes to RTI/regular classroom instruction and student groupings based on the data.	Direct Instruction	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration and Teachers

Comprehensive School Improvement Plan

Auburn Elementary School

Strategy3:

Engaging Instruction - Teachers and students will use digital resources to increase student learning and achievement rates for math and reading.

Category: Learning Systems

Research Cited: Kentucky Initiative

Activity - Digital Learning Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will use a variety of digital learning tools, such as iPads and on-line courses (Lexia Core5, Reading Plus, Read Theory, Khan Academy, Discovery Education, System 44, Read 180, Reading Renaissance, Khan Academy, Prodigy, Biblionasium, Accelerated Math, etc.) These activities and programs utilize online delivery of educational content to personalize learning and differentiate instruction from student to student across a diverse group of learners.	Technology	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration and Teachers

Goal 2:

KY State Novice Reduction Goal: Decrease the overall percentage of students scoring at the novice level in reading and math by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the percentage of elementary and middle school students scoring novice by 10% by 05/19/2017 as measured by KPREP.

Strategy1:

Interventions - Teachers will collaborate in grade-level teams to develop RTI protocols.

Category: Learning Systems

Research Cited: Hattie's Visible Learning

Activity - PLC Protocols	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend training on effective PLC processes, and will then assist and monitor teachers in implementing these processes.	Professional Learning	12/01/2016	12/01/2017	\$0 - No Funding Required	Administrators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend web-based training with Mike Mattos in refining existing RTI protocols.	Professional Learning	12/01/2016	12/01/2016	\$0 - No Funding Required	Teachers, Administrators

Strategy2:

SY 2016-2017

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Comprehensive School Improvement Plan

Auburn Elementary School

Core Instruction Refinement - Teachers will collaborate to refine core instruction in reading and math.

Category: Continuous Improvement

Research Cited: Hattie's Visible Learning

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create common assessments in reading and math, based on essential standards for each grade level.	Academic Support Program	12/01/2016	12/01/2016	\$0 - No Funding Required	Teachers, Administrators

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in PLCs both in school and in the district to identify essential standards for core instruction in reading and math at each grade level.	Professional Learning	12/01/2016	12/01/2017	\$0 - No Funding Required	Teachers, Administrators

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

N/A (this question does not apply)

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

Goal 1:

State CCR Goal: Increase the total percentage of 6th-8th grade students who are college and career ready from 46.2% to 73.1% by 2019, as identified by combined reading and math proficient or distinguished KPREP scores.

Measurable Objective 1:

collaborate to increase the percentage of 6th-8th grade students who score proficient or distinguished from 60.6% to 72.2% in math and from 64.1% to 74.3% in reading by 05/19/2017 as measured by the KPREP test.

Strategy1:

Targeted Interventions - Students in 6th, 7th, and 8th grades will complete formative assessments based on benchmark Discovery Education, STAR Math and Reading, Reading Inventory, and Math Inventory assessments, which will provide teachers with the needed data to provide targeted interventions to help all students be College and Career Ready.

Category: Learning Systems

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - College and Career Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school students will participate in college and career preparation programs - Individualized Learning Plans, including college and career readiness tools, the Reality Store, career guest speakers, job-shadowing, and college and career family events.	Career Preparation/ Orientation	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration and 8th grade teachers

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the data from formative and summative assessments and will use their findings to implement individualized, targeted, and transitional interventions.	Direct Instruction	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration and Middle School Teachers

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

Goal 1:

KY State K-PREP Proficiency Goal: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 46% to 73% by 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for elementary from 66.5% to 73.8% and for middle from 62.4% to 73.3% by 05/19/2017 as measured by K-PREP.

Strategy1:

Professional Growth Tools - Teachers will utilize a variety of digital tools, including GradeCam and CIITS to analyze student data, administer assessments, and utilize professional growth tools to improve instructional practices and student engagement.

Category: Management Systems

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Digital Professional Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Grade Cam and/or CIITS will be utilized by teachers and administrators to track and analyze individual student data, develop professional growth goals, student growth goals, classroom observation notes and to analyze state assessment data. K-5 teachers use ConnectED to plan instruction and analyze data from common reading assessments. Orton-Gillingham Interactive is also used for planing and analysis of small group intervention instruction in the primary grades.</p> <p>Professional development will continue to be provided that explains the components of the TPGES evaluation system, peer observations, and the professional growth tools available in CIITS (Educator Development Suite and PD 360). The percentage of teachers ranked as "accomplished" or higher will maintain at 100%. Teachers are supported by administration in implementing TPGES effectively. Teachers and administrators have meaningful conversations about how to refine instruction, develop professional growth goals, and meet student growth goals.</p>	Academic Support Program	12/01/2016	12/01/2017	\$1500 - General Fund	Administration and Teachers

Strategy2:

Curriculum Development - Horizontal and vertical PLCs will meet regularly to align curriculum, refine pacing guides, research and discuss instructional practices, analyze formative assessment and benchmark test data, and develop short- and long-range goals for individual students.

Category: Professional Learning & Support

Research Cited: KY Best Practice

Activity - Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Across all grade levels and content areas, horizontal PLC teams will collaborate to incorporate common, research-based literacy strategies, refine literacy core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both reading comprehension and writing skills.</p> <p>K-5 teachers and 6-8 language arts teachers will utilize flexible differentiated student grouping during core reading instruction to meet individual student literacy needs.</p> <p>Students in grades 6-8 are also assigned a reading teacher, in addition to their language arts teacher, who monitors individual student progress in meeting reading benchmark goals and continued growth.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Administration, Classroom Teachers

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Elementary horizontal PLC teams and vertical middle school mathematics PLC teams will collaborate to incorporate common, research-based mathematics strategies, refine mathematics core instruction, and reflect upon the effectiveness of implemented strategies through data analysis to improve both numeracy and operations mathematics skills.</p> <p>K-5 teachers and 6-8 mathematics teachers will utilize flexible differentiated student grouping during core mathematics instruction to meet individual student mathematics needs.</p>	Academic Support Program	12/01/2016	12/01/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of mathematics skills, including Dreambox Math, Reflex Math, Khan Academy, Prodigy, and Accelerated Math.	Direct Instruction	12/01/2016	12/01/2017	\$1488 - Title I Schoolwide	Teachers and administration

Activity - Literacy Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In addition to flexible teacher-directed small group interventions, all students will utilize computer software as an additional enrichment or intervention in the development of literacy skills. K-5 students will use Lexia Core 5 and 5-8 will use Reading Plus and/or Read Theory.</p> <p>Orton-Gillingham Multi-Sensory reading approach is provided in small groups for students 2-3, along with a reading interventionist K-3. System 44 and Read 180 remedial reading classes will also be provided to students in 4-8 who are below grade level in reading.</p>	Direct Instruction	12/01/2016	12/01/2017	\$11000 - Title I Schoolwide	Administration and Teachers

Strategy3:

Monitoring Student Achievement - All teachers will use a regularly-updated data-tracking sheet for benchmark and other formative assessments to drive instructional decisions and determine interventions needed for individual students.

Category: Integrated Methods for Learning

Research Cited: KY Best Practice

Comprehensive School Improvement Plan

Auburn Elementary School

Activity - Data-Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will utilize a regularly-updated data-tracking sheet for reading and math assessments, benchmark assessments, and state assessments, to determine the need for possible interventions or supplemental services for individual students. Progress will be monitored longitudinally from year to year, as the data-tracking sheet moves with students to the next teacher.</p> <p>Teachers will utilize data from the school-wide data tracker worksheet, as well as novice reduction worksheets, to target students scoring novice in one or more assessment areas to ensure they are receiving individualized intervention and supplemental services to improve student performance.</p>	Academic Support Program	10/17/2016	10/16/2017	\$0 - No Funding Required	Teachers and Administrators

Measurable Objective 2:

demonstrate a proficiency increase of 5% in K-3 reading and math common core standards by 05/19/2017 as measured by school and district benchmark assessments.

Strategy1:

Screener Assessments - Determine the readiness of all entering K students

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K students will be administered the BRIGANCE K Screener at the beginning of the 2016-2017 school year	Academic Support Program	07/27/2016	08/31/2016	\$0 - No Funding Required	K Teachers

Strategy2:

Increasing Kindergarten Readiness - The school will collaborate with FRYSC, community partners, and district staff to implement a series of parent workshops, informing parents of the components of kindergarten readiness, and strategies for working with their child.

Category: Early Learning

Research Cited: Kentucky Initiative

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will implement a series of parent workshops, utilizing United Way's Born Learning Academy grant funds and materials. School administrators will collaborate with the workshop facilitator to involve parents in hands-on work with their pre-school age child. Parents will learn strategies and methods for working with their child at home to prepare for kindergarten. This will include informing parents of the tasks on the BRIGANCE kindergarten screener.	Parent Involvement	10/17/2016	05/19/2017	\$6000 - Grant Funds	Administrators, teachers, FRYSC staff

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?

Auburn Elementary School proudly serves almost 750 students from preschool through 8th grade. We are located on 7.2 acres in the heart of the small rural town of Auburn on the eastern side of Logan County. Our school employs just under 100 certified and classified employees to serve the educational needs of ALL students. Our curriculum includes the following subjects: math, reading/language arts, writing, science, social studies, art, music, physical education and guidance. Other programs and services that are provided to serve our students, parents and community include a library media center, full-time guidance counselor, Title I services, extended school services, Family Resource Youth Services Center, full-time nurse, parent-teacher organization and volunteer program.

The school is well supported by our parents and community. We have several volunteers that regularly give of their time to volunteer in the school. Our local Rotary Club annually presents a dictionary to all 3rd grade students. The vast majority of our parents work outside the town of Auburn due to the limited employment opportunities within our community. With the limited employment opportunities, we experience the challenges that come with a high rate of student turnover due to families relocating. Our percentage of economically disadvantaged student population has been consistently over 50% for several years.

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.

Auburn Elementary School strives to educate ALL students to their maximum potential. We believe that ALL students have the right and ability to meet the high expectations set by our state and school to develop self-knowledge which is necessary in making sound educational and career decisions. We believe that ALL students inherently want to be successful, and we ALL share the responsibility for helping them to reach their potential for the highest level of achievement. The mission of Auburn Elementary School is to provide ALL students with the academic and social skills needed to become successful, life-long learners.

Our school continues to analyze data, realign the curriculum and make adjustments to instructional programs to best meet the needs of ALL students. Best practice strategies are utilized to provide students with varied learning experiences. The primary program includes an uninterrupted 90 minute block of core reading and an uninterrupted 60 minute block of core math time. Multiple diagnostic assessment tools are utilized throughout the year to monitor student progress: Discovery Education in 3rd through 8th grade to assess students' reading and math levels as well as science and social studies in the assessed grade levels; Math Inventory in K through 8th grade; Reading Inventory in 2nd through 8th grade; DIBELS Reading and Math assessments in K through 3rd.

Based on assessment data, interventions are provided for any student falling below grade level in both reading and math, through both teacher-directed small groups and differentiated computer software. READ 180 and System 44 are additional reading intervention programs implemented to target 4th-8th grade students who are reading below grade level. Additionally, K-3 students are provided a full-time reading interventionist for targeted students. Special needs students receive services through full collaboration between the special education teacher and regular education teacher. Extended School Services include a daytime waiver which employs certified teachers to assist students during the school day and after school hours to provide services. Workshops and materials are provided to parents through the Family Resource Center to assist with student academic and physical needs.

Our school also offers the following extra-curricular and enrichment activities for our students: academic team, art academy, agriculture, archery, band, Beta Club, choir, HONORS Reading Club, Kentucky United Nations Assembly (KUNA), Kentucky Youth Assembly (KYA), Lego Robotics, percussion, Science Club, Student Technology Leadership Program (STLP), Theatre, Wonder Exploration Club, yearbook, basketball, cheerleading, girls' volleyball, and through Logan County High School: baseball, children's chorus, football, soccer, girls' softball, cross country, golf, swimming and track.

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.

Auburn Elementary School has continued to improve the academic achievements for ALL students based on the state assessment results which assesses our students' proficiency of the Common Core Standards in English/language arts and math as well as the Kentucky Core Content Standards for science and social studies. Our elementary school has achieved the honor of being a School of Distinction and our middle school is classified as Distinguished by the Kentucky Department of Education. We were also recognized as a 2013 National Blue Ribbon School.

Even though Auburn Elementary School has seen much success over the years, it has not reached its ultimate goal. The ultimate goal is to have 100% of our students proficient in the standards. We are striving to improve our students' assessment results in reading, math, science, social studies, writing and language mechanics to prepare every student for post secondary school. We currently have added multiple technology resources to assist our students in all content areas: 1:1 Chromebooks in 5th and 6th grades, with plans to expand to additional grades, mobile carts with iPads and laptops, and updated student desktop computers. We are also working to improve the additional assistance we provide our students to make them college and career ready: Extended School Services (daytime and after school), differentiated computer software Lexia Core 5, Reading Plus, Read Theory, Reflex Math and Dreambox Math, teacher-led reading intervention programs System 44 and READ 180, small group supplemental reading and math, and differentiated classroom lessons to address the needs of students in achieving mastery of the standards, including meeting the needs of gifted and talented students. Teachers are working to ensure that all students are mastering the common core standards, and teachers are integrating the Program Review demonstrators into ongoing classroom instruction. Our Social Studies and Science teachers are diligently working at aligning the new standards through the development of curriculum maps and instructional pacing guides. Also, all of our teachers are reflecting upon and improving their practice through TPGES, developing SMART student growth goals, and utilizing the reflective learning tools available to them in CIITS.

Additional Information

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

Auburn Elementary School has been accredited by SACS, recognized four times as a Kentucky School to Watch and a 2013 National Blue Ribbon School, and been awarded the Read to Achieve grant.

During the 2015-2016 school year, the Auburn Middle School Band earned a Distinguished Rating at the KMEA 3rd District Concert Band Assessment. At the KMEA 3rd District Solo and Ensemble Assessment, 21 performances earned a Distinguished Rating and 4 received a Proficient Rating. Eight students were selected for All-District Band.

The school's chapter of the Kentucky Youth Association (KYA) received Outstanding Delegation award at the 2015 KYA conference, Outstanding Premier Bill at KYA conference, an individual Outstanding Delegate Award, and an individual Outstanding Speaker Award. The school's chapter of the Kentucky United Nations Assembly (KUNA) received an overall Outstanding Delegation Award, and individual Outstanding Security Council Member and Outstanding Delegate Award at the 2016 KUNA conference.

The academic team had sixteen students place at district competitions for individual assessments, with five students advancing to regional competition, and one advancing to state. The sixth grade team placed first in their district competition overall. The Auburn Archery Team attended the state and national archery competitions. The boys basketball teams was runner-up in the 2016 Logan County Basketball Tournament. The girls volleyball team was runner-up in the 2015 Logan County Volleyball Tournament.