Comprehensive School Improvement

Plan

Adairville Elementary School

Logan County

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Executive Summary

Introduction

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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.

Adairville can infer the following based on the Equity Data Analysis:

- The Free/Reduced Lunch numbers reflect the socioeconomic challenges that are present within the school's community as well as the surrounding areas.

- The 21.7% Special Education Population in the school indicates a strong need for emphasis on staff allocations for Special Education centered hires, both certified and classified.

- The school's 79% of teachers with 4 or more years experience as well as 79% of tenured teachers reflects the school's strength of experience and the District's ability to retain experienced teachers.

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.

Potential Barrier - The school's somewhat remote location presents a potential barrier for hiring and retention practices.

Root Cause - Given the geographic make up of Logan Co. the school is one of five rurally located based upon population centers throughout the District. The potential barrier has not caused notable issue as that the school has had relatively little turnover as well as employing a fair percentage of the faculty who commute.

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.		Adairville SEG Data

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:

PPGES: Every school is led by an effective leader.

Measurable Objective 1:

collaborate to increase, with district support, principal capacity for implementation of PPGES to 100% by 05/19/2017 as measured by the number of principals who have engaged in PPGES professional learning as well as mastery of Teachscape proficiency.

Strategy1:

Principal Professional Development - By providing specific leadership training, the principal and assistant principal will prove to be effective leaders of the school.

Category: Continuous Improvement

Research Cited: Mike Rutherford, PGES, Mike Mattos

Comprehensive School Improvement Plan

Adairville Elementary School

Activity - Provide PD to Principals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Participate in leadership professional development locally throughout the school year (GRREC, PGES, district provided PD). - Participate in District Leadership Team meetings (bi-weekly) with other principals in the district and the Central Office leadership team. - Participate in collaborative meetings with superintendent to discuss implementation of TPGES. - Conduct meetings with school leadership team to effectively implement academic and cultural changes. - Reflect and analyze data to ensure all students' needs are being met. - Develop student growth goals and professional growth goals, including a Working Conditions goal. - Collaborate with teachers to complete the TPGES, OPGES process effectively. - Attend specific PD geared to building leadership skills (Mike Mattos, Todd Whitaker, Mike Rutherford, Center for Creative Leadership, KASA, KASC).	Policy and Process Professional Learning	11/07/2016	05/19/2017	$1000 - General Fund	Rice Bruni

Goal 2:

TPGES: Every student is taught by an effective teacher.

Measurable Objective 1:

collaborate to increase teacher capacity for implementation of TPGES to 100% by 05/19/2017 as measured by the number of teachers who have engaged in TPGES professional learning during the 2016-2017 school year.

Strategy1:

TPGES - Professional growth for teachers will occur through the effective use of TPGES and effective administrator feedback.

Category: Teacher PGES

Research Cited: Kentucky Initiative

Activity - Plans for Retention and Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- The district actively collaborates with local universities to recruit the best teachers and regularly attends college job fairs. - The district and the school works to create positive learning environments and provide support to all teachers in order to retain teachers. - The district and the school collaborate to ensure that highly qualified para-educators are hired as well. As a school, we work to ensure all para-educators are properly trained and are used in the most effective ways to be engaged with students every day.	Recruitment and Retention	11/07/2016	05/19/2017	$0 - No Funding Required	District Human Resources Rice Bruni

Comprehensive School Improvement Plan

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Activity - Increase Professional Growth in PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Refine the Professional Growth and Effectiveness system in our school. -Build full teacher capacity for implementation of TPGES/OPGES, incorporating the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal, Professional Growth Goal Setting, Student Voice, and Effective Feedback. -Monitor the implementation of program through school review and professional development.	Professional Learning	08/01/2016	05/19/2017	$0 - No Funding Required	Rice Bruni

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?

Vicky Cooper

Tara Cox

Jenny Rohrs

Lorie Deberry

Jennifer Jenkins

Melinda Garrett

Ben Bruni

Kristina Rice

Relationship Building

Overall Rating: 3.0

	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.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

	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: 2.86

	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.	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.	Proficient

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

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

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

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

Advocacy

Overall Rating: 3.0

	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.0

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

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

	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: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership 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.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

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

Reflection

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

Adairville as a school and Logan Co. as a District recognize the importance of involving all stakeholders in the decisions and daily operations of the educational setting. A clear emphasis has been placed on the development of new ties between the school and the local community as well as between the District and the at-large community as a whole that is home to the students of both the school and the District. Public relations initiatives at the District level have sought to create a sense of transparency, and at the school level, increased participation in the Parent Teacher Organization with several well-defined goals have bolstered overall relations between the community and school.

We will meet with our SBDM and our leadership team to improve in needed areas.

Report Summary

Scores By Section

Section Score

SY 2016-2017
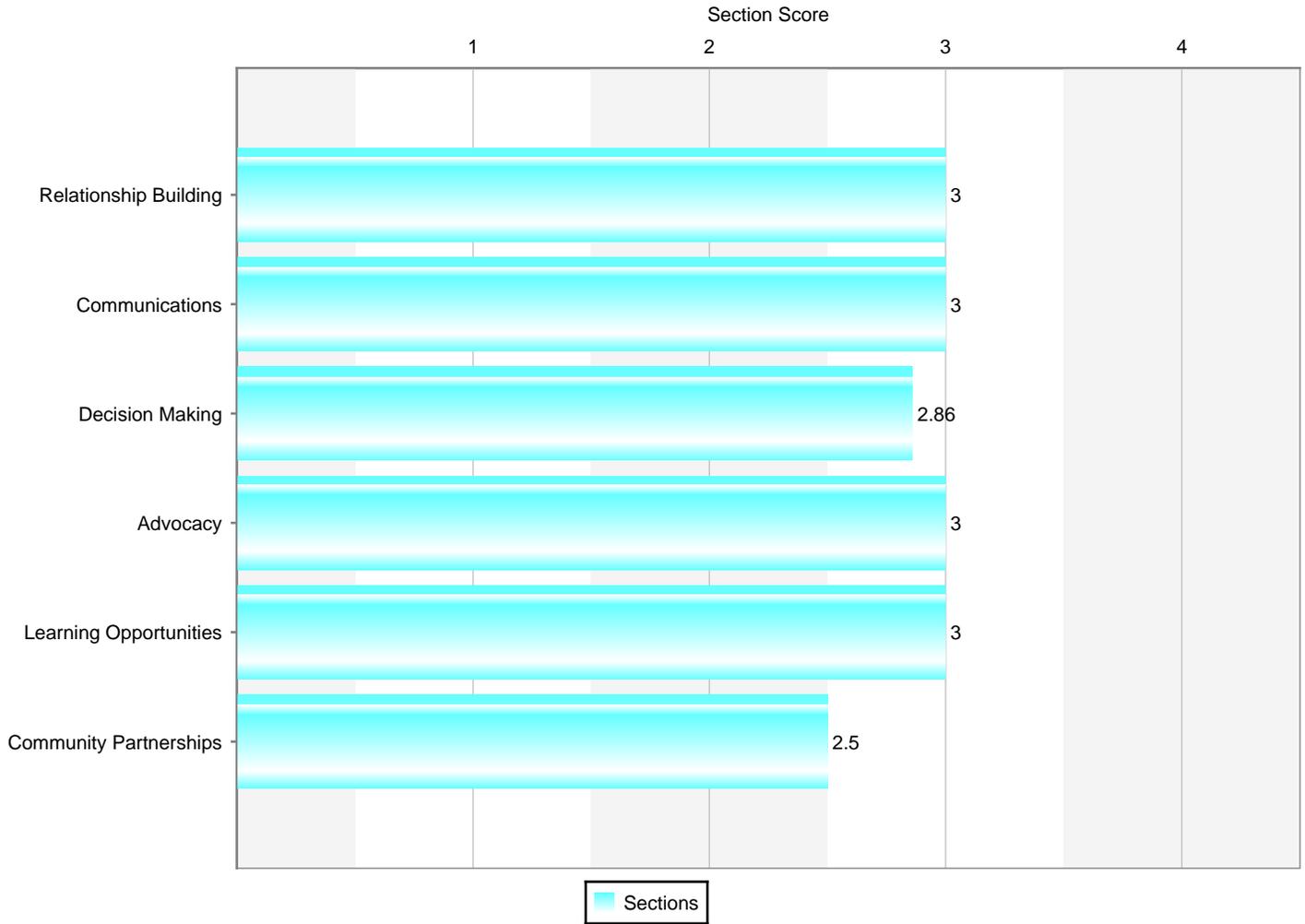
Improvement Plan Stakeholder Involvement

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.

All stakeholder groups are involved in our school's improvement process. Students, parents, and staff are involved in annual surveys to solicit input and provide feedback. All staff were engaged in a full day of targeted data analysis upon the release of spring K-PREP data. Data was evaluated by regular education and special education teachers representing primary, intermediate, and middle grades, the Reading/Math Interventionist, and administration.

Parents, certified staff representing all grade levels from primary through middle school, classified staff including our FRYSC Director, and the administration were utilized in the planning process of the school improvement team.
Grade level teams, administration, and teaching partners meet weekly to discuss data, student progress, and develop strategies for improvement.

The SBDM Council, which is composed of parent, teacher, and administrative membership, meets monthly to discuss the school's progress and next steps for continuous growth. Teacher leaders and parent leaders were nominated and elected by their peers to serve on our SBDM Council along with the principal.

During all meetings, participants represent their stakeholder and grade level groups. Meetings are scheduled during common planning times, during school-wide common planning time (from 1:00-3:00 on Fridays), after school, and on the district Data Analysis Day

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

Students, parents, and staff complete surveys to provide feedback to our school.

Parents and staff are engaged in discussions for school improvement efforts through our SBDM Council and collaborative efforts with our PTO and volunteer parental assistance programs run by our FRYSC.

Staff are engaged daily and weekly in analyzing student data, including classroom formative and summative assessments, K-PREP, Discovery Education, STAR Reading & Math, Star Early Literacy, Dibels, SRI, SMI, Study Island, Carnegie Math, Dreambox, and MobyMax.

Findings from our discussions and data analysis drives our school improvement plans and efforts.

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 is communicated to all stakeholders via its posting on the school's website. Stakeholders receive progress

updates through scheduled meetings, such as but not limited to: SBDM Council meetings, Program Review Committee meetings, faculty meetings, and team meetings.

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. Assessment and Planning Meetings with stakeholders
2. All faculty and staff reviewed the data

A concentrated effort has been made to take existing data gathered from the 2015-2016 School Report Card as well as the TELL Survey/VAL-ED Survey in an effort to best identify all areas of strengths and weaknesses as indicated by data analysis.

Specific group and grade level data was analyzed as well as focus given to gap data.

All faculty and staff met in their grade level teams 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 continue to be a School of Distinction at the Middle School level and to raise our Elementary scores to this level for the 2016-2017 school year?

The data tells us the following things:
- The number of novice in ELE Reading and Math needs to be reduced.
- We met our Novice Reduction goals in all areas except Reading at the elementary level.
- The number of Apprentice in all areas needs to be reduced.
- We have several students who did not show categorical growth from Proficient to Distinguished in both Reading and Math.
- We are not above the state average in all tested areas.

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 Pieces Survey, VAL-ED 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 address the efforts that are made to minimize the amount of routine paperwork teachers are required to do as well as how teachers are protected from duties that interfere with their essential role of educating students.
2. To provide opportunities for teacher leadership

3. To provide teachers with needed resources through Professional Development

From the Missing Piece Survey, we are working on:

1. Establishing connections with the community and stakeholders to raise the level of participation in surveys outside of the school.

2. Actively recruiting diverse membership from the community in school sponsored organizations, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input.

3. Educating all community stakeholders in the areas of (but not limited to): Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process.

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 intervention processes 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 trainings based on meeting the needs of our gap students.

Continuous review of our 2015-2016 CSIP and our 30/60/90 Day Plan:

Our Assessment and Planning Committee will meet several times during the school year to analyze our progress of meeting our strategies/activities plans. We will make revisions as needed. Grade level teams will monitor their progress toward meeting their goals and objectives in the CSIP and our 30/60/90 Day Plans.

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?

Adairville has many accomplishments of note. Based on K-PREP scores, Adairville Middle ranked 6th in the state of KY overall as a School of Distinction, and Adairville Elementary was classified as Proficient.

In order to best maintain the levels of excellence being achieved at the school, Adairville is fostering an open dialogue among faculty and administration that focuses on highlighting those things that have made the school so successful. The use of Professional Learning Communities (PLC's), Vertical Alignment Planning, School Data Day, and other collaborative idea sharing activities/days helps to ensure the harnessing of the collective strategic planning capabilities of the entire school.

Opportunities for Improvement

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

Our CSIP goals are directly aligned with our Data Analysis review; in our CSIP, we have addressed plans to reduce our Novice percentages in the non-duplicated gap groups, increase overall achievement, and improve specific content areas of need.

This year, we have developed a 30/60/90 Day Plan to help us be aware of specific goals and to track our goals with a detailed timeline.

We also are working to refine our RTI process, develop common assessments, form a protocol and systematic approach to have effective PLCs, provide intentional student celebrations, and the administration is working to improve feedback strategies used with teachers.

Conclusion

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

Great strides have already begun to show positive effects within the school. Several points of actions aimed at addressing areas of concern:

1. Modifications to lower primary class arrangements focused on team teaching strategies, optimal subject attention, and vertical alignment of progressive learning.

2. Intermediate class adjustments focused on providing teachers with collaborative assistance within their classrooms, reduction of transition times, and adjustments made to time afforded to subject matters based on targeted data analysis.

3. Middle School initiatives based on moving Novice/Apprentice scoring students into the Proficient/Distinguished range as well as collaborative planning to enhance an already thriving school.

Adairville 16-17: Comprehensive Improvement Plan

Overview

Plan Name

Adairville 16-17: Comprehensive Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	PPGES: Every school is led by an effective leader.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000
2	TPGES: Every student is taught by an effective teacher.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
3	Wellness Goal: Increase the percentage of students who participate in making healthy choices.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	STATE PROFICIENCY GOAL: Increase the average combined reading and math K-PREP scores for elementary and middle students from 57.9% to 78% in 2019.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	$9000
5	STATE GAP REDUCTION GOAL: Increase the average combined reading and math proficiency ratings for each gap group to 74% in 2019.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$9000
6	STATE NOVICE REDUCTION GOAL: Reduce the amount of students scoring Novice as determined by the KDE Novice Reduction Formula.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$9000
7	STATE CCR GOAL: Increase the percentage of students who are college and career ready from 62% to 75% in 2019.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$9000
8	Program Review Goal: Increase the percentage of proficient and distinguished programs in the Visual/Performing Arts, PL/CS, K-3, World Languages/Global Competency, and Writing Program Reviews by May 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
9	Kindergarten Readiness Goal: Increase the percentage of students ready for Kindergarten to 65% for the 2019 school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$5000

Goal 1: PPGES: Every school is led by an effective leader.

Measurable Objective 1:

collaborate to increase, with district support, principal capacity for implementation of PPGES to 100% by 05/19/2017 as measured by the number of principals who have engaged in PPGES professional learning as well as mastery of Teachscape proficiency.

Strategy 1:

Principal Professional Development - By providing specific leadership training, the principal and assistant principal will prove to be effective leaders of the school.

Category: Continuous Improvement

Research Cited: Mike Rutherford, PGES, Mike Mattos

Activity - Provide PD to Principals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Participate in leadership professional development locally throughout the school year (GRREC, PGES, district provided PD). - Participate in District Leadership Team meetings (bi-weekly) with other principals in the district and the Central Office leadership team. - Participate in collaborative meetings with superintendent to discuss implementation of TPGES. - Conduct meetings with school leadership team to effectively implement academic and cultural changes. - Reflect and analyze data to ensure all students' needs are being met. - Develop student growth goals and professional growth goals, including a Working Conditions goal. - Collaborate with teachers to complete the TPGES, OPGES process effectively. - Attend specific PD geared to building leadership skills (Mike Mattos, Todd Whitaker, Mike Rutherford, Center for Creative Leadership, KASA, KASC).	Professional Learning, Policy and Process	11/07/2016	05/19/2017	$1000	General Fund	Rice Bruni

Goal 2: TPGES: Every student is taught by an effective teacher.

Measurable Objective 1:

collaborate to increase teacher capacity for implementation of TPGES to 100% by 05/19/2017 as measured by the number of teachers who have engaged in TPGES professional learning during the 2016-2017 school year.

Strategy 1:

TPGES - Professional growth for teachers will occur through the effective use of TPGES and effective administrator feedback.

Category: Teacher PGES

Research Cited: Kentucky Initiative

Activity - Increase Professional Growth in PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Refine the Professional Growth and Effectiveness system in our school. -Build full teacher capacity for implementation of TPGES/OPGES, incorporating the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal, Professional Growth Goal Setting, Student Voice, and Effective Feedback. -Monitor the implementation of program through school review and professional development.	Professional Learning	08/01/2016	05/19/2017	$0	No Funding Required	Rice Bruni

Activity - Plans for Retention and Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district actively collaborates with local universities to recruit the best teachers and regularly attends college job fairs. - The district and the school works to create positive learning environments and provide support to all teachers in order to retain teachers. - The district and the school collaborate to ensure that highly qualified para-educators are hired as well. As a school, we work to ensure all para-educators are properly trained and are used in the most effective ways to be engaged with students every day.	Recruitment and Retention	11/07/2016	05/19/2017	$0	No Funding Required	District Human Resources Rice Bruni

Goal 3: Wellness Goal: Increase the percentage of students who participate in making healthy choices.

Measurable Objective 1:

collaborate to increase students' knowledge in healthy eating and exercising habits by 05/19/2017 as measured by the Health/Wellness section of the Program Review.

Strategy 1:

Healthy Choices - Integrate health/wellness lessons in content areas.

Category: Integrated Methods for Learning

Research Cited: KY Best Practice

Activity - Implement Healthy Choices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Teacher and administrators will seek out programs, such as FoodPlay, that emphasize healthy diet and exercise for students. - Teachers will utilize "brainbreaks" to provide physical activity breaks within the classroom. - Teachers and administrators will work with the community to implement informational programs about healthy lifestyles. - The PE/Health teacher and Guidance Counselor will implement a Health class and/or offer routine health lessons during classroom instruction.	Direct Instruction	11/07/2016	05/19/2017	$0	No Funding Required	Rice Bruni Violette Ramsey Austin

Goal 4: STATE PROFICIENCY GOAL: Increase the average combined reading and math K-PREP scores for elementary and middle students from 57.9% to 78% in 2019.

Measurable Objective 1:

collaborate to to increase the averaged combined reading and math K-PREP scores for elementary students from 53.6% to 65.8% and for middle school students from 62.2% to 73.1% by 05/19/2017 as measured by K-PREP .

Strategy 1:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to

increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Mike Rutherford, and Google Classroom Tools

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000	General Fund	Rice Bruni

Strategy 2:

Professional Learning Communities - Professional Learning Communities (PLCs), or grade level teams, will make informed instructional decisions based on data

analysis.

Category: Continuous Improvement

Research Cited: Richard DuFour

Activity - Support Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by Janurary 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0	No Funding Required	Rice Bruni

(shared) Strategy 3:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Learning Systems

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning, Academic Support Program	11/07/2016	05/19/2017	$2000	District Funding	Rice Bruni

Strategy 4:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and individually), students will show academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement, Academic Support Program	11/07/2016	05/19/2017	$2000	General Fund	Rice Bruni

Measurable Objective 2:

collaborate to increase the percentage of 3rd grade students who are on a 3rd grade reading level from 50% on Test A to 70% on Test D by 05/19/2017 as measured by Discovery Education Assessment .

(shared) Strategy 1:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Learning Systems

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning, Academic Support Program	11/07/2016	05/19/2017	$2000	District Funding	Rice Bruni

Goal 5: STATE GAP REDUCTION GOAL: Increase the average combined reading and math proficiency ratings for each gap group to 74% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math 2017 proficiency ratings for all gap group areas - in elementary, increase from 48.3% to 58.8%; in middle, increase from 52.8% to 67.8% by 05/19/2017 as measured by K-PREP .

Strategy 1:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Google Classroom Tools

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administration) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000	General Fund	Rice Bruni

Strategy 2:

Professional Learning Communities - Professional Learning Communities (PLCs), or grade level teams, will make informed instructional decisions based on data analysis.

Category: Continuous Improvement

Research Cited: Richard DuFour and Mike Mattos

Activity - Support Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by Janurary 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0	No Funding Required	Rice Bruni

Strategy 3:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Continuous Improvement

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning, Academic Support Program	11/07/2016	05/19/2017	$2000	District Funding	Rice Bruni

Strategy 4:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and individually), students will show academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement, Academic Support Program	11/07/2016	05/19/2017	$2000	General Fund	Rice Bruni Ramsey

Goal 6: STATE NOVICE REDUCTION GOAL: Reduce the amount of students scoring Novice as determined by the KDE Novice Reduction Formula.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring Novice in reading and math by 50%, or as determined by the KDE Novice Reduction Formula. by 05/19/2017 as measured by K-PREP .

Strategy 1:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Mike Rutherford, Google Classroom Tools

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000	General Fund	Rice Bruni

Strategy 2:

Professional Learning Communities - Professional Learning Communities (PLCs), or grade level teams, will make informed instructional decisions based on data

analysis.

Category: Continuous Improvement

Research Cited: Richard DuFour and Mike Mattos

Activity - Support Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Strategy 3:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential standards; analyze data based

on common assessments; make instructional decisions based on the data analysis.

Category: Continuous Improvement

Research Cited: Mike Mattos

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Strategy 4:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and individually), students will show academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement, Academic Support Program	11/07/2016	05/19/2017	$2000	General Fund	Rice Bruni Ramsey

Goal 7: STATE CCR GOAL: Increase the percentage of students who are college and career ready from 62% to 75% in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 62% to 70% in 2017 by 05/19/2017 as measured by K-PREP .

Strategy 1:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Mike Rutherford, Google Classroom Tools

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000	General Fund	Rice Bruni

Strategy 2:

Professional Learning Communities - Professional Learning Communities (PLCs), or grade level teams, will make informed instructional decisions based on data analysis.

Category: Continuous Improvement

Research Cited: Richard DuFour and Mike Mattos

Activity - Support Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by January 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0	No Funding Required	Rice Bruni

Strategy 3:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential standards; analyze data based

on common assessments; make instructional decisions based on the data analysis.

Category: Continuous Improvement

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning, Academic Support Program	11/07/2016	05/19/2017	$2000	District Funding	Rice Bruni

Strategy 4:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and individually), students will show

academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement, Academic Support Program	11/07/2016	05/19/2017	$2000	General Fund	Rice Bruni Ramsey

Goal 8: Program Review Goal: Increase the percentage of proficient and distinguished programs in the Visual/Performing Arts, PL/CS, K-3, World Languages/Global Competency, and Writing Program Reviews by May 2017.

Measurable Objective 1:

collaborate to increase or maintain the percentage of proficient and distinguished programs in the Visual/Performing Arts and PL/CS   by 05/19/2017 as measured by the Program Review rubric classifications.

Strategy 1:

Program Review Teams - Specific professional development provided for program review areas, as needed.

Program Review Teams regularly meet to determine activities, scores, and evidence.

Category: Continuous Improvement

Research Cited: Kentucky Best Practice

Activity - Refine Program Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

-Consult available resources to provide content-specific Visual/Performing Arts, PL/CS, Global Competency, K-3, and/or Writing Professional Development. Our focus is Visual/Performing Arts and PL/CS. -Develop Program Review Teams that collaborate to implement the Program Review process. -Monitor implementation of programs through monthly school review process. -Collaborate with Specials teachers to meet requirements of Program Reviews.	Academic Support Program	11/07/2016	05/19/2017	$0	No Funding Required	All K-8 Teachers Administration

Goal 9: Kindergarten Readiness Goal: Increase the percentage of students ready for Kindergarten to 65% for the 2019 school year.

Measurable Objective 1:

collaborate to increase the percentage of students to be Kindergarten ready by 5% by 09/29/2017 as measured by BRIGANCE .

Strategy 1:

Pre-School - Pre-School events, such as the Borne Learning Academy and Little Cougar Academy, will promote Kindergarten Readiness.

Category: Early Learning

Research Cited: KY Best Practice

Activity - Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- We will offer family events through Borne Learning Academy and Little Cougar Academy to promote math and reading literacy. These events will provide parents with strategies to use with their children at home to help prepare then for Kindergarten.	Community Engagement	11/07/2016	05/19/2017	$5000	Grant Funds	Preschool Teachers FRYSC

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- All Kindergarten students will complete the Brigance K assessment within the first month of school. - Teachers will use this assessment data to form RTI groups and to plan Tier I instruction.	Academic Support Program	09/01/2016	05/19/2017	$0	No Funding Required	K teachers Rice Bruni

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identify Essential Standards and Develop Common Assessments	- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning, Academic Support Program	11/07/2016	05/19/2017	$2000	Rice Bruni
Identify Essential Standards and Common Assessments	- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning, Academic Support Program	11/07/2016	05/19/2017	$2000	Rice Bruni

Comprehensive School Improvement Plan

Adairville Elementary School

Identify Essential Standards and Develop Common Assessments	- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning, Academic Support Program	11/07/2016	05/19/2017	$2000	Rice Bruni
Identify Essential Standards and Develop Common Assessments	- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning, Academic Support Program	11/07/2016	05/19/2017	$2000	Rice Bruni
				Total	$8000	

No Funding Required

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

Support Professional Learning Communities	- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by Janurary 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0	Rice Bruni
Refine Program Review Process	-Consult available resources to provide content-specific Visual/Performing Arts, PL/CS, Global Competency, K-3, and/or Writing Professional Development. Our focus is Visual/Performing Arts and PL/CS. -Develop Program Review Teams that collaborate to implement the Program Review process. -Monitor implementation of programs through monthly school review process. -Collaborate with Specials teachers to meet requirements of Program Reviews.	Academic Support Program	11/07/2016	05/19/2017	$0	All K-8 Teachers Administration
Implement Healthy Choices	-Teacher and administrators will seek out programs, such as FoodPlay, that emphasize healthy diet and exercise for students. - Teachers will utilize "brainbreaks" to provide physical activity breaks within the classroom. - Teachers and administrators will work with the community to implement informational programs about healthy lifestyles. - The PE/Health teacher and Guidance Counselor will implement a Health class and/or offer routine health lessons during classroom instruction.	Direct Instruction	11/07/2016	05/19/2017	$0	Rice Bruni Violette Ramsey Austin
Support Professional Learning Communities	- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by January 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0	Rice Bruni

Support Professional Learning Communities	- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by Janurary 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0	Rice Bruni
Increase Professional Growth in PGES	- Refine the Professional Growth and Effectiveness system in our school. -Build full teacher capacity for implementation of TPGES/OPGES, incorporating the following: Kentucky Framework for Teaching, Observation Certification, Self-reflection, Student Growth Goal, Professional Growth Goal Setting, Student Voice, and Effective Feedback. -Monitor the implementation of program through school review and professional development.	Professional Learning	08/01/2016	05/19/2017	$0	Rice Bruni
Support Professional Learning Communities	- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by January 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0	Rice Bruni
Assessment	- All Kindergarten students will complete the Brigance K assessment within the first month of school. - Teachers will use this assessment data to form RTI groups and to plan Tier I instruction.	Academic Support Program	09/01/2016	05/19/2017	$0	K teachers Rice Bruni
Plans for Retention and Recruitment	- The district actively collaborates with local universities to recruit the best teachers and regularly attends college job fairs. - The district and the school works to create positive learning environments and provide support to all teachers in order to retain teachers. - The district and the school collaborate to ensure that highly qualified para-educators are hired as well. As a school, we work to ensure all para-educators are properly trained and are used in the most effective ways to be engaged with students every day.	Recruitment and Retention	11/07/2016	05/19/2017	$0	District Human Resources Rice Bruni

| | | **Total** | $0 | | | | |

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide PD to Principals	- Participate in leadership professional development locally throughout the school year (GRREC, PGES, district provided PD). - Participate in District Leadership Team meetings (bi-weekly) with other principals in the district and the Central Office leadership team. - Participate in collaborative meetings with superintendent to discuss implementation of TPGES. - Conduct meetings with school leadership team to effectively implement academic and cultural changes. - Reflect and analyze data to ensure all students' needs are being met. - Develop student growth goals and professional growth goals, including a Working Conditions goal. - Collaborate with teachers to complete the TPGES, OPGES process effectively. - Attend specific PD geared to building leadership skills (Mike Mattos, Todd Whitaker, Mike Rutherford, Center for Creative Leadership, KASA, KASC).	Professional Learning, Policy and Process	11/07/2016	05/19/2017	$1000	Rice Bruni
Provide PD and Coaching/Support	-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000	Rice Bruni

Setting Goals and Celebrating Student Success	- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement, Academic Support Program	11/07/2016	05/19/2017	$2000	Rice Bruni Ramsey
Setting Goals and Celebrating Student Success	- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement, Academic Support Program	11/07/2016	05/19/2017	$2000	Rice Bruni Ramsey

Provide PD and Coaching/Support	-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000	Rice Bruni
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Setting Goals and Celebrating Student Success	- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement, Academic Support Program	11/07/2016	05/19/2017	$2000	Rice Bruni

Provide PD and Coaching/Support	-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000	Rice Bruni
				Total	$29000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Events	- We will offer family events through Borne Learning Academy and Little Cougar Academy to promote math and reading literacy. These events will provide parents with strategies to use with their children at home to help prepare then for Kindergarten.	Community Engagement	11/07/2016	05/19/2017	$5000	Preschool Teachers FRYSC
				Total	$5000	

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

Adairville 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.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Adairville 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.	Yes		

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

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

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

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

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:

PPGES: Every school is led by an effective leader.

Measurable Objective 1:

collaborate to increase, with district support, principal capacity for implementation of PPGES to 100% by 05/19/2017 as measured by the number of principals who have engaged in PPGES professional learning as well as mastery of Teachscape proficiency.

Strategy1:

Principal Professional Development - By providing specific leadership training, the principal and assistant principal will prove to be effective leaders of the school.

Category: Continuous Improvement

Research Cited: Mike Rutherford, PGES, Mike Mattos

Activity - Provide PD to Principals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Participate in leadership professional development locally throughout the school year (GRREC, PGES, district provided PD). - Participate in District Leadership Team meetings (bi-weekly) with other principals in the district and the Central Office leadership team. - Participate in collaborative meetings with superintendent to discuss implementation of TPGES. - Conduct meetings with school leadership team to effectively implement academic and cultural changes. - Reflect and analyze data to ensure all students' needs are being met. - Develop student growth goals and professional growth goals, including a Working Conditions goal. - Collaborate with teachers to complete the TPGES, OPGES process effectively. - Attend specific PD geared to building leadership skills (Mike Mattos, Todd Whitaker, Mike Rutherford, Center for Creative Leadership, KASA, KASC).	Professional Learning Policy and Process	11/07/2016	05/19/2017	$1000 - General Fund	Rice Bruni

Goal 2:

 STATE PROFICIENCY GOAL: Increase the average combined reading and math K-PREP scores for elementary and middle students from 57.9% to 78% in 2019.

Measurable Objective 1:

collaborate to to increase the averaged combined reading and math K-PREP scores for elementary students from 53.6% to 65.8% and for middle school students from 62.2% to 73.1% by 05/19/2017 as measured by K-PREP .

Strategy1:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and individually), students will show academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement Academic Support Program	11/07/2016	05/19/2017	$2000 - General Fund	Rice Bruni

Strategy2:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Mike Rutherford, and Google Classroom Tools

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000 - General Fund	Rice Bruni

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

Goal 1:

STATE PROFICIENCY GOAL: Increase the average combined reading and math K-PREP scores for elementary and middle students from 57.9% to 78% in 2019.

Measurable Objective 1:

collaborate to to increase the averaged combined reading and math K-PREP scores for elementary students from 53.6% to 65.8% and for middle school students from 62.2% to 73.1% by 05/19/2017 as measured by K-PREP .

Strategy1:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Mike Rutherford, and Google Classroom Tools

Comprehensive School Improvement Plan

Adairville Elementary School

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000 - General Fund	Rice Bruni

Strategy2:

Professional Learning Communities - Professional Learning Communities (PLCs), or grade level teams, will make informed instructional

decisions based on data analysis.

Category: Continuous Improvement

Research Cited: Richard DuFour

Activity - Support Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by Janurary 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0 - No Funding Required	Rice Bruni

Strategy3:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and

individually), students will show academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Comprehensive School Improvement Plan

Adairville Elementary School

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement Academic Support Program	11/07/2016	05/19/2017	$2000 - General Fund	Rice Bruni

Strategy4:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential

standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Learning Systems

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Develop Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Academic Support Program Professional Learning	11/07/2016	05/19/2017	$2000 - District Funding	Rice Bruni

Measurable Objective 2:

collaborate to increase the percentage of 3rd grade students who are on a 3rd grade reading level from 50% on Test A to 70% on Test D by

05/19/2017 as measured by Discovery Education Assessment .

Strategy1:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential

standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Learning Systems

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Develop Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Academic Support Program Professional Learning	11/07/2016	05/19/2017	$2000 - District Funding	Rice Bruni

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

Goal 1:

Kindergarten Readiness Goal: Increase the percentage of students ready for Kindergarten to 65% for the 2019 school year.

Measurable Objective 1:

collaborate to increase the percentage of students to be Kindergarten ready by 5% by 09/29/2017 as measured by BRIGANCE .

Strategy1:

Pre-School - Pre-School events, such as the Borne Learning Academy and Little Cougar Academy, will promote Kindergarten Readiness.

Category: Early Learning

Research Cited: KY Best Practice

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- All Kindergarten students will complete the Brigance K assessment within the first month of school. - Teachers will use this assessment data to form RTI groups and to plan Tier I instruction.	Academic Support Program	09/01/2016	05/19/2017	$0 - No Funding Required	K teachers Rice Bruni

Activity - Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- We will offer family events through Borne Learning Academy and Little Cougar Academy to promote math and reading literacy. These events will provide parents with strategies to use with their children at home to help prepare then for Kindergarten.	Community Engagement	11/07/2016	05/19/2017	$5000 - Grant Funds	Preschool Teachers FRYSC

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

Goal 1:

Kindergarten Readiness Goal: Increase the percentage of students ready for Kindergarten to 65% for the 2019 school year.

Measurable Objective 1:

collaborate to increase the percentage of students to be Kindergarten ready by 5% by 09/29/2017 as measured by BRIGANCE .

Strategy1:

Pre-School - Pre-School events, such as the Borne Learning Academy and Little Cougar Academy, will promote Kindergarten Readiness.

Category: Early Learning

Research Cited: KY Best Practice

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- All Kindergarten students will complete the Brigance K assessment within the first month of school. - Teachers will use this assessment data to form RTI groups and to plan Tier I instruction.	Academic Support Program	09/01/2016	05/19/2017	$0 - No Funding Required	K teachers Rice Bruni

Activity - Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- We will offer family events through Borne Learning Academy and Little Cougar Academy to promote math and reading literacy. These events will provide parents with strategies to use with their children at home to help prepare then for Kindergarten.	Community Engagement	11/07/2016	05/19/2017	$5000 - Grant Funds	Preschool Teachers FRYSC

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

Goal 1:

 STATE PROFICIENCY GOAL: Increase the average combined reading and math K-PREP scores for elementary and middle students from 57.9% to 78% in 2019.

Measurable Objective 1:

collaborate to increase the percentage of 3rd grade students who are on a 3rd grade reading level from 50% on Test A to 70% on Test D by 05/19/2017 as measured by Discovery Education Assessment .

Strategy1:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Learning Systems

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Develop Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Academic Support Program Professional Learning	11/07/2016	05/19/2017	$2000 - District Funding	Rice Bruni

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

STATE GAP REDUCTION GOAL: Increase the average combined reading and math proficiency ratings for each gap group to 74% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math 2017 proficiency ratings for all gap group areas - in elementary, increase from 48.3% to 58.8%; in middle, increase from 52.8% to 67.8% by 05/19/2017 as measured by K-PREP .

Strategy1:

Professional Learning Communities - Professional Learning Communities (PLCs), or grade level teams, will make informed instructional decisions based on data

analysis.

Category: Continuous Improvement

Research Cited: Richard DuFour and Mike Mattos

Activity - Support Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by Janurary 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0 - No Funding Required	Rice Bruni

Strategy2:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and individually), students will show academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Comprehensive School Improvement Plan

Adairville Elementary School

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement Academic Support Program	11/07/2016	05/19/2017	$2000 - General Fund	Rice Bruni Ramsey

Strategy3:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Continuous Improvement

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Academic Support Program Professional Learning	11/07/2016	05/19/2017	$2000 - District Funding	Rice Bruni

Strategy4:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to

increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Google Classroom Tools

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administration) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000 - General Fund	Rice Bruni

Goal 2:

STATE NOVICE REDUCTION GOAL: Reduce the amount of students scoring Novice as determined by the KDE Novice Reduction Formula.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring Novice in reading and math by 50%, or as determined by the KDE Novice

Reduction Formula. by 05/19/2017 as measured by K-PREP .

Strategy1:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to

increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Mike Rutherford, Google Classroom Tools

Comprehensive School Improvement Plan

Adairville Elementary School

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000 - General Fund	Rice Bruni

Strategy2:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and

individually), students will show academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Academic Support Program Parent Involvement	11/07/2016	05/19/2017	$2000 - General Fund	Rice Bruni Ramsey

Strategy3:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential

standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Continuous Improvement

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Develop Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Professional Learning Academic Support Program	11/07/2016	05/19/2017	$2000 - District Funding	Rice Bruni

Strategy4:

Professional Learning Communities - Professional Learning Communities (PLCs), or grade level teams, will make informed instructional

decisions based on data

analysis.

Category: Continuous Improvement

Research Cited: Richard DuFour and Mike Mattos

Activity - Support Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by January 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0 - No Funding Required	Rice Bruni

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 percentage of students who are college and career ready from 62% to 75% in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 62% to 70% in 2017 by 05/19/2017 as measured by K-PREP .

Strategy1:

Professional Learning Communities - Professional Learning Communities (PLCs), or grade level teams, will make informed instructional decisions based on data

analysis.

Category: Continuous Improvement

Research Cited: Richard DuFour and Mike Mattos

Activity - Support Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Administrators and teachers are trained in effective PLC structures and district-wide PLC protocol by December 30, 2016. - Grade level teams establish regularly scheduled and structured PLC meetings by January 31, 2017. - School administrators schedule to participate in all PLC meetings by January 31, 2017. - PLCs are evaluated for effectiveness through School Leadership Team and teacher feedback by February 28, 2017. - PLC structures and protocols are refined as needed throughout school year to ensure effectiveness and that focus is on student achievement.	Professional Learning	11/07/2016	05/19/2017	$0 - No Funding Required	Rice Bruni

Strategy2:

Professional Development - Provide professional development to refine our Response to Intervention (RTI) instructional tools, to improve our school culture, to

increase our student engagement, and to refine our Professional Learning Communities (PLCs).

Category: Continuous Improvement

Research Cited: Mike Mattos, Richard DuFour, Todd Whitaker, Mike Rutherford, Google Classroom Tools

Activity - Provide PD and Coaching/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Complete Mike Mattos training videos that focus on simplifying RTI and refining Tier 1 and Tier 2 instruction. Teachers watch first training video in November, and complete rest of training videos in January/February, as needed. -Participate in weekly 10 minute Professional Developments (based on Todd Whitaker's 10 Minute In-Service). Principal completes training with all staff through Google Classroom, PLCs, and staff meetings. -Complete (by administrators) daily snapshot observations of classrooms and provide immediate feedback to teachers based on weekly PD topics and/or other instructional strategies observed. -Provide Google Classroom Professional Developments. Teachers within the building and district provide a variety of trainings throughout the school year. -Provide training on the structure and purpose of Professional Learning Communities. Principal collaborates with teachers to provide guidelines and expectations of PLCs. -Receive Mike Rutherford training to increase coaching and support of teachers from administration, focusing on observations and specific feedback.	Professional Learning	11/07/2016	05/19/2017	$5000 - General Fund	Rice Bruni

Strategy3:

RTI Refinement - Grade level teams collaborate to identify essential standards; develop common assessments based on the essential

standards; analyze data based on common assessments; make instructional decisions based on the data analysis.

Category: Continuous Improvement

Research Cited: Mike Mattos

Activity - Identify Essential Standards and Develop Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- All teachers watch the initial Mike Mattos presentation and staff discussions/reflections take place around this information by November 30, 2016. - Essential Standards district training provided to a specific grade level team by December 16, 2016. - Essential Standards training conducted at school by district-trained grade level team by January 13, 2017. - Essential Standards selected and agreed upon by grade level teams by January 31, 2017. - Grade level teams at each school create common assessment questions centered around the essential standards and submit to the district team by February 17, 2017. - Teachers receive portions of Mike Mattos RTI and Tier 1/2 instruction training videos from the winter GRREC sessions by February 24, 2017. - Grade level teams (PLCs) begin analyzing the newly developed common assessment data during PLC meetings to determine student intervention needs by April 14, 2017.	Academic Support Program Professional Learning	11/07/2016	05/19/2017	$2000 - District Funding	Rice Bruni

Strategy4:

Goal Setting and Student Success - By collaborating with students to set goals and by celebrating student successes (collectively and

individually), students will show academic growth.

Category: Continuous Improvement

Research Cited: Todd Whitaker

Activity - Setting Goals and Celebrating Student Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Teachers create a data form for students to use to track their academic growth by December 16, 2016. - Teachers collaborate with students to set academic goals by December 16, 2016. - For each benchmark assessment, teachers and administration celebrate individual and whole group successes starting on December 1, 2016. - Create a common goal for all students to feel successful by January 2, 2016. - For each classroom assessment, growth (collectively and individually) is celebrated starting on December 1, 2016. - Social media and/or local newspaper are used to communicate successes by at least two positive posts each week starting on December 1, 2016. - Administration communicates positive news to parents about their children at least two times per week starting on December 1, 2016. - Parents are invited and informed about school-wide celebrations starting November 1, 2016. Parents may also be invited and informed about classroom celebrations starting November 1, 2016. - Family events will be offered after school to celebrate student learning and involvement.	Parent Involvement Academic Support Program	11/07/2016	05/19/2017	$2000 - General Fund	Rice Bruni Ramsey

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

Goal 1:

Program Review Goal: Increase the percentage of proficient and distinguished programs in the Visual/Performing Arts, PL/CS, K-3, World Languages/Global Competency, and Writing Program Reviews by May 2017.

Measurable Objective 1:

collaborate to increase or maintain the percentage of proficient and distinguished programs in the Visual/Performing Arts and PL/CS   by 05/19/2017 as measured by the Program Review rubric classifications.

Strategy1:

Program Review Teams - Specific professional development provided for program review areas, as needed.

Program Review Teams regularly meet to determine activities, scores, and evidence.

Category: Continuous Improvement

Research Cited: Kentucky Best Practice

Activity - Refine Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Consult available resources to provide content-specific Visual/Performing Arts, PL/CS, Global Competency, K-3, and/or Writing Professional Development. Our focus is Visual/Performing Arts and PL/CS. -Develop Program Review Teams that collaborate to implement the Program Review process. -Monitor implementation of programs through monthly school review process. -Collaborate with Specials teachers to meet requirements of Program Reviews.	Academic Support Program	11/07/2016	05/19/2017	$0 - No Funding Required	All K-8 Teachers Administration

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?

Adairville School is nestled between cornfields and old homes on Highway 431 near the Kentucky/Tennessee border. Under a struggling economy, the two factories that supplied most residents with jobs closed up shop several years ago, causing families to seek employment with local farmers or take second or third shift jobs in neighboring Tennessee. With few local employees to serve as patrons for small businesses, the downtown and shopping element of the town has suffered to a degree. The grocery store and all restaurants on the square except one have closed their doors, and the gas station, affectionately known as 'the' BP by residents, has even been known to close for a brief period of time. As a result, the job of raising Adairville's children has increasingly become a partnership between extended families, friends and neighbors, and of course, the school.

The staff of Adairville School plays a very important role in teaching, mentoring, and rearing the children of our community. The fact that Adairville School is a preschool through 8th grade facility ensures that the interaction of very young children and more mature adolescents simulates a positive and healthy family environment. The education provided at Adairville School is a part of shaping and preparing students for the diverse and ever-changing world that awaits them outside the boundaries of the small, rural farming community of Adairville.

Since we are a small school, we do not have a full-time art teacher; therefore, we reach out to the community to help students master the Art and Humanities standards. We have local artists, artists-in-residency, and classroom teachers to provide instruction for Arts and Humanities.

Over the past few years, Adairville School has experienced several changes in leadership with the cycle of several new administrators. This year, for the first time in four years, the administrative team at Adairville is the same from the previous year.

Our school is 67.5% free and reduced lunch; for our small population (341 students), we have a high percentage of students with IEPs and minorities. Our demographic information helps us realize the importance of an education for each of our students, and we strive to ensure all students know that they can graduate high school ready for college/technical school and reach their fullest potential. We have very positive parent support; parents are a part of the school family, and they feel safe and confident in their students being at Adairville School.

College/career readiness and success for all students remain our focuses for Adairville School. Appropriate staff members have been trained in the preparation and administration of the K-PREP assessment. Those teachers are also implementing K-PREP-like assessments to supply them with dis-aggregated and analyzed data by which to make future instructional decisions.

Furthermore, the school is in its fourth year of implementation of the Leader in Me program, which instills Stephen Covey's 7 Habits of Highly Effective People into the hearts and minds of not only our students, but also our staff, parents, and community. Teachers are participating in a variety of professional developments (peer observations, Math Literacy, Writing/Reading resources, etc.) to be continuous learners. We are also working to integrate new technology (google classroom, chrome books, tablets, etc.) into our classrooms so that students are exposed to the world and cultures outside of the Adairville community.

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.

Adairville School exists for the purpose of preparing children to enter society with the skills necessary to reach their fullest potential, providing the highest level of involvement from students, staff, administrators, parents, and community. Our vision for students at Adairville School is grounded strongly in the belief that all students can learn and achieve at high levels. The entire learning community works together to offer optimum learning experiences, which promote academic excellence, developmental responsiveness, and opportunities that are socially equitable.

We recognize the students' cognitive growth and support their ability to think in more abstract and complex ways. We provide challenging standards-based curriculum framed around important concepts, essential understandings, inquiry, and real-world application.

We honor students' multiple intelligences and diverse learning styles through differentiating instruction, balancing independent inquiry with collaboration, and affording students the opportunity to engage in learning at developmentally appropriate stages. We value the student's intellectual, emotional, physical, social, and ethical being. Mutually respectful relationships among students, staff, families, and community provide the supportive, nurturing environment necessary for essential learning and decision making.

All students have access to all curriculum and resources. We provide reading materials (Wonders textbooks, fluency passages, AR or classroom books) for all students to take home; students are all using web-based programs at school and that may also be accessed from home (Lexia, Accelerated Math, Dreambox, Math Seeds, etc.).

Multi-cultural curriculum and resources are critical tools in developing respect for diverse human beings. All stakeholders expect high quality work from all students, and we are committed to helping each student achieve success. Because of the school's belief in life-long learning and continuous growth, we strive to support learning at the highest level for all learners. To foster this, our administrative staff and student leaders encourage our school community to "do your best today" during morning assembly, and everyone responds, "Success Starts Now!"

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.

Adairville School has many accomplishments of which to be very proud. The school combines a rich academic and extra-curricular tradition, helping students become well-rounded members of society. The school's academic performances on tests like the K-PREP exemplify a commitment to excellence.

On the 2015-2016 K-PREP scores, our middle school ranked in the 99th percentile in the state and was classified as Distinguished and a School of Distinction, ranking 6th of all Middle Schools in the Commonwealth. Adairville was ranked the highest of all of the 22 Middle Schools in South Central KY. Adairville School strives to improve reading and math, to reduce the percentage of students scoring novice and apprentice, as well as to increase the percentage of students scoring proficient and distinguished. We are working to reduce the percentage of students scoring novice and apprentice in the non-duplicated gap group through our "Move 10" initiative. Also, we plan to work with our students to help all students demonstrate measurable growth on their annual assessments.

Outside of the classroom, the school has seen tremendous success in areas, such as the highly successful Elementary Academic Team, the school's BETA team which competed at the KY State Convention, the Middle School Softball team which won the Regional Championship in the 2016 State, and the 2016 Middle School Football Team which advanced to the KMSAA Playoffs after a stellar regular season.

Our school remains as a School to Watch. During the 2015-2016 school year, Adairville earned our forth re-designation, making us the first school in the state to have been designated as a Kentucky School to Watch five times.

Additional Information

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

Following the release of the 2015-2016 K-PREP assessment results, Adairville staff met to dis-aggregate all data. In addition to K-PREP data, from the SRI/SMI Testing, Discovery Education benchmark testing, STAR Reading, STAR Math were also analyzed to determine specific needs, gaps, and/or weaknesses.

Based on these findings, a needs assessment was developed. This was presented to the Comprehensive School Improvement Planning Team for discussion of the most effective research-based strategies and activities to supplement those needs.

All teachers are highly qualified, and we have eight National Board Certified Teachers. Four out of six middle school teachers are high school certified. School-wide, only seven teachers are not tenured, and most teachers have a master's degree or higher.

At Adairville School, we take pride in teaching the "whole child." We offer several programs to help students build character and responsibility, such as Leader in Me, Character Works, team meetings, goal-setting activities, and data notebooks. We also have an incredible number of students who are involved in extra-curricular programs.