



# **Comprehensive School Improvement Plan**

**Ekron Elementary School**  
**Meade County**

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## **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.		Ekron Equity Data

**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.**

All teachers are highly qualified with all but one having 4 or more years of experience. The average years of teaching experience at EES is higher than the district and state average.

**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.**

One barrier to achieving equitable access to effective educators is the limited pool of teaching candidates available.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.		Ekron Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders,**



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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:

Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 60.5% in 2016 to 65.4% in 2017.

## Measurable Objective 1:

64% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

## Strategy1:

Progress Monitoring - Assessments will be analyzed to provide individualized instruction during intervention time.

Category: Integrated Methods for Learning

Research Cited:

Activity - Least Restrictive Environment (LRE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By implementing the co-teaching model, GAP students will have more access to the general education curriculum, differentiated instruction and a flexible learning environment	Academic Support Program Direct Instruction Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Principal, Co-Teaching Teams

## Goal 2:

Increase the averaged combined reading/math K-PREP scores for all students from 65.8% in 2016 to 70% in 2017.

## Measurable Objective 1:

68% of All Students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

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## Strategy1:

Focused Professional Learning Communities - Teachers will collaborate during PLC meetings to focus on The Cycle of Improvement.

Category: Continuous Improvement

Research Cited: Richard DuFour, Robert Eaker, Rebecca DuFour, Mike Mattos, Anthony Muhammad, Tim Brown, Luis F. Cruz, Timothy D. Kanold, Sharon V.

Activity - Assessment and Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain the position of the Assessment and Intervention Specialist to facilitate support for teacher and student growth.	Recruitment and Retention Behavioral Support Program Academic Support Program Professional Learning	08/10/2016	05/31/2017	\$70000 - Title I Schoolwide	Principal, SBDM Council

Activity - Cycle of Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate weekly to identify standards to be taught, assessment, strategies for delivering instruction, analyzing work to measure the effectiveness of core instruction and making adjustments as needed.	Behavioral Support Program Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Principal, Teachers

## Strategy2:

K-6 Implementation of Research-Based Curriculum - Instructional Practices will be examined, revised, implemented and monitored.

Category: Professional Learning & Support

Research Cited:

Activity - Monitoring Implementation with Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the essential elements of Scott Foresman and Everyday Math through PLCs as a regular agenda item and provide transparent feedback through walkthroughs.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	Associate Superintendent of Curriculum and Instruction, Assessment and Intervention Specialist, Principal

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine and Implement instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at PLC and Leadership Team Meetings.	Academic Support Program Professional Learning	10/10/2016	05/31/2017	\$0 - No Funding Required	Associate Superintendent for Curriculum and Instruction, Assessment and Intervention Specialist, Principal, Teachers

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## Strategy3:

Time Management - TELL Survey - In an effort to minimize the amount of routine paperwork teachers are required to do, one hour blocks will be available weekly in the computer lab for teachers to administer reading assessments online.

Category: Human Capital Management

Research Cited:

Activity - PD Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Surveys will be completed by teachers following each professional development session to evaluate the level of effectiveness and plan future sessions.	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Teachers

Activity - Online Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Availability of online reading assessments to minimize the amount of time teachers spend copying and scoring assessments.	Academic Support Program	08/10/2016	05/31/2017	\$30000 - District Funding	School Technology Coordinator, Teachers

## Goal 3:

Ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness Plan (PGES).

## Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in the multiple measures of PGES by 04/01/2017 as measured by the training and guidance provided..

## Strategy1:

Writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measures for writing an effective and measurable Professional Growth Goal

Category: Teacher PGES

Research Cited: Enhancing Professional Practice: A framework for teaching (ASCD, 2007)

Activity - Professional Growth Goals Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and other resources for writing professional growth goals.	Professional Learning	07/25/2016	09/01/2016	\$0 - No Funding Required	Principal and Certified Staff

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Activity - Initial Self Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guide teachers through the process of self-reflection utilizing the TPGES Framework or the OPGES Framework which applies to their role.	Professional Learning	07/25/2016	09/01/2016	\$0 - No Funding Required	Principal and Certified Staff

Activity - Mid-Year Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide guidance on the expectations of a mid-year review of PGP's and facilitate discussion and feedback on progress during the mid-year conference.	Policy and Process	07/25/2016	01/31/2017	\$0 - No Funding Required	Principal and Certified Staff

## Strategy2:

Student Voice Survey - Provide instructional sessions for all teachers on the PGES for the multiple measures from the results of the Student Voice Survey and interpreting the results to determine professional growth areas.

Category: Teacher PGES

Research Cited: Gates Foundation Measures of Effective Teaching (MET) study of teaching quality

Activity - Student Voice Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with information on the administration of the student voice survey, the research behind the student voice survey and provide guidance on interpreting the results to determine growth areas.	Professional Learning	07/25/2016	02/28/2017	\$0 - No Funding Required	Principal and Certified Staff

## Strategy3:

Student Growth Goal Guidance and Support - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Student Growth Goal.

Category: Teacher PGES

Research Cited: Enhancing Professional Practice: A framework for teaching (ASCD, 2007)

Activity - SGG Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with exemplars for SGGs and guidance on the process to gather data for writing measureable SGGs.	Professional Learning	07/25/2016	09/15/2016	\$0 - No Funding Required	Principal, Assessment Intervention Specialist and Certified Staff

# **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?**

Lesley Wilson, Counselor

Emily Matthews, Assessment and Intervention Specialist

Dawn Miller, Reading Specialist

Pat Garcia, Family Resource Coordinator

Amelia Ford, Library Media Specialist

**Relationship Building**

Overall Rating: 2.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice



**Communications**

Overall Rating: 2.43

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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 uses informal conversations and/or a parent teacher conference to listen to parents or inform parents of students learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

Overall Rating: 2.14

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

**Advocacy**

Overall Rating: 2.17

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

Overall Rating: 2.33

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

Overall Rating: 1.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

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

## Reflection

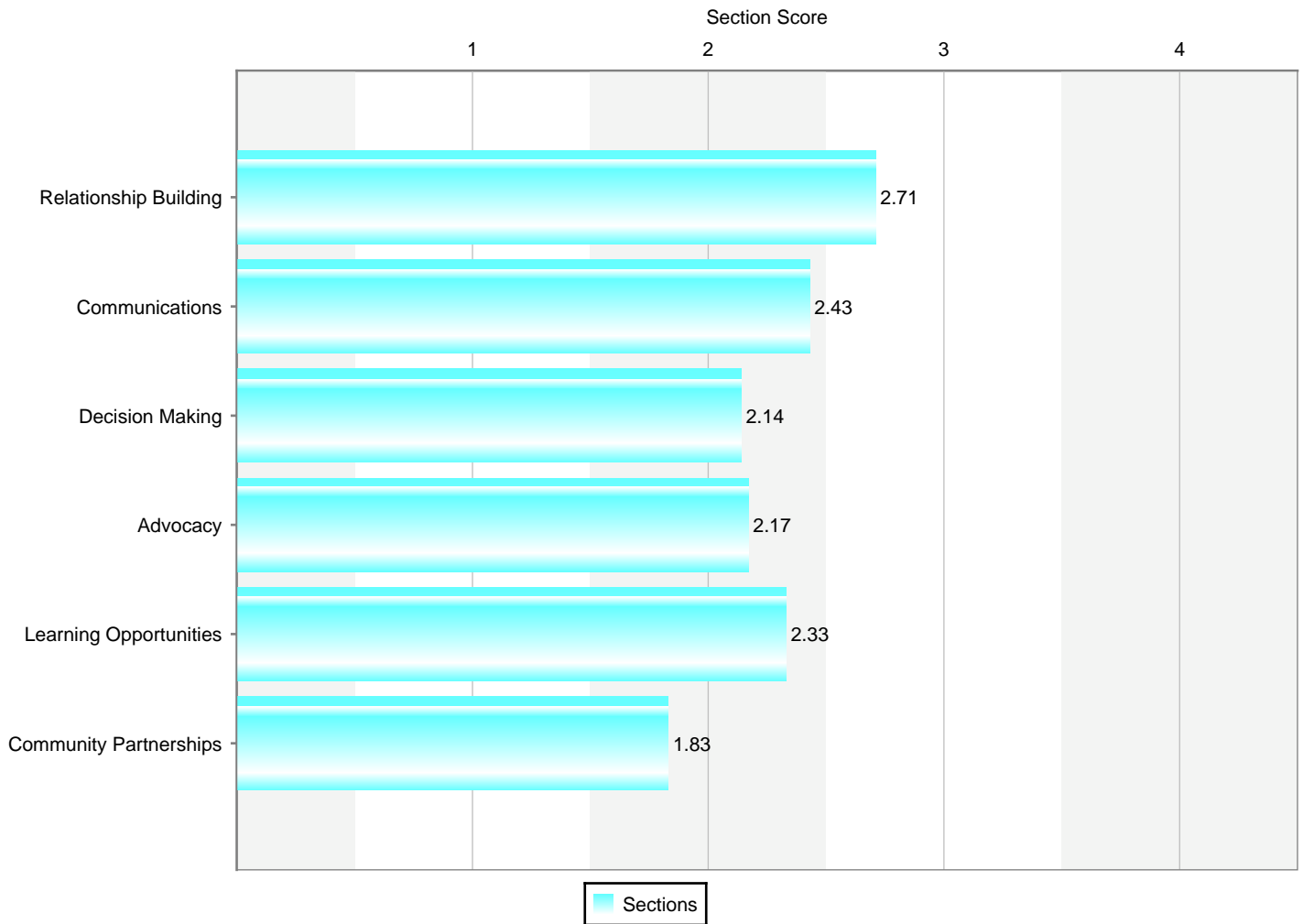
**Reflect upon your responses to each of the Missing Piece objectives.**

Ekron Elementary is a rural school with limited access to businesses, organizations, and agencies. In many instances, it was difficult to find an applicable response.



## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Ekron Elementary School believes that the key to school success is a strong partnership with the key stakeholders in our community such as parents, students, staff, and community leaders.

EES conducts a parent election at the end of the year following KASC regulations to elect two representatives to our SBDM Council. Upon being elected, council members work collaboratively to establish a monthly meeting schedule that accommodates all representatives to allow each member to have the best opportunity to be present at each meeting.

EES Bylaws state that our SBDM Council cannot meet without a quorum present at each meeting.

EES analyzes data with our Professional Learning Communities to identify needs areas from KPREP, MAP, and Interim Assessment test results. Analysis is then shared with the SBDM Council.

There is a standing agenda item on the monthly SBDM Council Agenda that allows our stakeholders to keep track of Student Achievement. Student Achievement data is presented to the council each month when available.

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

Our CSIP is based on a hierarchy of groups who talk about areas of growth. We have weekly PLC meetings and monthly faculty meetings. Items from the meetings are brought to the Leadership Team, which consists of principal, counselor, Assessment and Intervention Specialist, FRYSC Coordinator, Library Media Specialist and RTA Teacher. Items from the Leadership Team then are brought to the SBDM Council Meeting.

**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 initial draft of goals, strategies and activities are shared with the SBDM Council at the November Council Meeting. The final draft is presented to the staff upon completion and then to the council for approval at the December Council Meeting.

After SBDM approval and submission on CIITS, EES displays a PDF version of the CSIP on the school webpage for public access. At least two Implementation and Impact checks are conducted each year to monitor the components of the improvement plan. The results of these two I and I checks will be presented at the SBDM Meetings for stakeholders to receive information on progress.

# **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?**

QUESTIONS WE ARE TRYING TO ANSWER WITH THE DATA:

KPREP

Status/trend of novice reduction

Status/trend of achievement

Status/trend of non-duplicated gap group performance

Status/trend of growth

TELL

Target areas for growth based on comparison between 2013 and 2015 responses

THE MISSING PIECE

Target sections for growth

WHAT THE DATA TELLS US:

KPREP

Gap is widening

Achievement, Growth and Gap have been inconsistent over the past 5 years

Novice reduction goals were met in students with Disabilities

TELL SURVEY

Overall rating increased from 85% to 92.9%

Categories scoring well were Facilities, Student Conduct, Professional Development, and Instructional Practices

Significant gains in School Leadership

Time was the category scoring lowest overall

THE MISSING PIECE

All sections increased significantly between 2014 and 2015

Sections scoring the lowest were Learning Opportunities and Decision Making

WHAT THE DATA DOES NOT TELL US:

KPREP

Subcategory performance within Reading and Math

Text type within writing

Performance on multiple choice vs. constructed response type questions

If test was completed or if time was a factor in score

TELL SURVEY

Respondent interpretation of question - lack of clarification

Effect size

## **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?**

### **AREAS OF STRENGTH NOTED:**

Novice Reduction Target met for students with disabilities.

Significant gain in Language Mechanics

### **ACTIONS IMPLEMENTED TO SUSTAIN AREAS OF STRENGTH**

Continuing with focus on Least Restrictive Environment, implementation of Data Notebooks for progress monitoring.

Daily Fix-it with Scott Foresman Reading Series is credited with increase in Language Mechanics scores.



## **Opportunities for Improvement**

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

### AREAS IN NEED OF IMPROVEMENT

Core

Novice Reduction

Close the Gap for Non-duplicated Gap Group

### PLANS TO IMPROVE THE AREAS OF NEED:

Strengthen the Core through implementation with fidelity of researched based programs.

Close the Gap for Non-duplicated Gap Group by using MAP to identify skills creating the gaps then using the learning continuum to grow all students.

Professional Learning Communities will focus on the cycle of improvement to include progress monitoring to drive instruction.

## **Conclusion**

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

NEXT STEPS IN ADDRESSING AREAS OF CONCERN:

Strengthen Core by examining, revising and implementing instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum.

Reducing Novice by effectively using MAP (proficiency calculator) to target students then using the learning continuum to develop/implement individual instructional plans.

Close the Gap for Non-duplicated Gap Group by:

\*Utilizing MAP to identify skills creating GAP and using the learning continuum to develop/implement individual instructional plans.

\*Examining, revising and reviewing KSI Protocol annually with school staff.

\*ALL students not on grade level with basic skills receive additional instruction.

\*Progress Monitoring - 1) Conducting KSI data reviews with fidelity. 2) Expanding the use of Data Notebooks to monitor progress through the use of a data notebook.

\*Continuing to implement the co-teaching model as Least Restrictive Environment (LRE) -

Professional Learning Communities will collaborate during weekly meetings to focus on The Cycle of Improvement.

Teachers will use a data analysis tool after each topic and unit test and will review the results to determine curriculum and instructional changes to be made in their classrooms to help increase student achievement and decrease novice student performance.

# **2016-17 EES Comprehensive School Improvement Plan**

## **Overview**

### **Plan Name**

2016-17 EES Comprehensive School Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading/math K-PREP scores for all students from 65.8% in 2016 to 70% in 2017.	Objectives: 2 Strategies: 5 Activities: 11	Academic	\$107500
2	Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 60.5% in 2016 to 65.4% in 2017.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0
3	Increase the percentage of proficient/distinguished programs in Visual and Performing Arts, PL/CS, and Writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	Ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness Plan (PGES).	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
5	Ekron Elementary School will reduce the number of novice scoring students in reading from ___% in 2015 to less than ___% in 2020 and in math from ___% to less than ___% in 2020 as measured by state and local assessments.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$6000

## Goal 1: Increase the averaged combined reading/math K-PREP scores for all students from 65.8% in 2016 to 70% in 2017.

### Measurable Objective 1:

68% of All Students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

### Strategy 1:

Customer Service Initiative - There will be intentional planning of activities and events to build relationships with students, their families, and the community.

Category: Stakeholder Engagement

Research Cited: Middleton, Kelly. Pettit, Elizabeth, 2007. Who Cares? Improving Public Schools Through Relationships and Customer Service. Tuscon, Arizona: Wheatmark

Activity - Relationship Building/Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will increase the frequency of communications with parents via Class Dojo. Parents will be informed of what's going on in class, what students are learning, what they've accomplished. Additionally parents will be provided with questions they may ask students to build the connection between home and school. The school's FRC will also collaborate with community agencies to meet needs and portray a family friendly atmosphere.	Community Engagement	08/10/2016	05/31/2017	\$2000	District Funding	Teachers, Administrator, and FRC.

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRC and Title I Program will collaborate to organize family activities that engage parents in home instructional strategies and celebrating academic achievements of their children.	Parent Involvement	08/10/2016	05/31/2017	\$1500	Title I Part A	FRC, Title 1, Instructional Assistants, Teachers, and Administration

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Positive Behavioral Interventions and Supports Committee will continue to coordinate efforts to ensure that the program is implemented with fidelity.	Behavioral Support Program	08/10/2016	05/31/2017	\$2000	Grant Funds	Administration, PBIS Committee, Teachers

### (shared) Strategy 2:

School Readiness - Within the current community structures in place, actively collaborate with district team to increase the awareness of our Kindergarten Readiness Standards, Results and Goals to increase the percentage of students entering school ready.

# Comprehensive School Improvement Plan

Ekron Elementary School

Category: Stakeholder Engagement

Research Cited: Brigance Kindergarten Readiness

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the district team to make parents within the community aware of the Kindergarten screener and share a plan on how families can help students become kindergarten ready.	Academic Support Program	01/02/2017	05/31/2017	\$0	No Funding Required	District Administration, School Administration, Kindergarten teachers

Activity - Kindergarten Bootcamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000	FRYSC	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist

### (shared) Strategy 3:

K-6 Implementation of Research-Based Curriculum - Instructional Practices will be examined, revised, implemented and monitored.

Category: Professional Learning & Support

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

Ekron Elementary School

Examine and Implement instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at PLC and Leadership Team Meetings.	Academic Support Program, Professional Learning	10/10/2016	05/31/2017	\$0	No Funding Required	Associate Superintendent for Curriculum and Instruction, Assessment and Intervention Specialist, Principal, Teachers
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Activity - Monitoring Implementation with Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the essential elements of Scott Foresman and Everyday Math through PLCs as a regular agenda item and provide transparent feedback through walkthroughs.	Academic Support Program	01/02/2017	05/31/2017	\$0	No Funding Required	Associate Superintendent of Curriculum and Instruction, Assessment and Intervention Specialist, Principal

### (shared) Strategy 4:

Focused Professional Learning Communities - Teachers will collaborate during PLC meetings to focus on The Cycle of Improvement.

Category: Continuous Improvement

Research Cited: Richard DuFour, Robert Eaker, Rebecca DuFour, Mike Mattos, Anthony Muhammad, Tim Brown, Luis F. Cruz, Timothy D. Kanold, Sharon V.

Activity - Cycle of Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate weekly to identify standards to be taught, assessment, strategies for delivering instruction, analyzing work to measure the effectiveness of core instruction and making adjustments as needed.	Academic Support Program, Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Assessment and Intervention Specialist, Principal, Teachers

Activity - Assessment and Intervention Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Ekron Elementary School

Maintain the position of the Assessment and Intervention Specialist to facilitate support for teacher and student growth.	Recruitment and Retention, Academic Support Program, Professional Learning, Behavioral Support Program	08/10/2016	05/31/2017	\$70000	Title I Schoolwide	Principal, SBDM Council
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### Strategy 5:

Time Management - TELL Survey - In an effort to minimize the amount of routine paperwork teachers are required to do, one hour blocks will be available weekly in the computer lab for teachers to administer reading assessments online.

Category: Human Capital Management

Activity - Online Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Availability of online reading assessment to minimize the amount of time teachers spend copying and scoring assessments.	Academic Support Program	08/10/2016	05/31/2017	\$30000	District Funding	School Technology Coordinator, Teachers

Activity - PD Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys will be completed by teachers following each professional development session to evaluate the level of effectiveness and plan future sessions.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Assessment and Intervention Specialist, Teachers

### Measurable Objective 2:

73% of All Students will demonstrate a proficiency in the average scores in Mathematics by 05/31/2017 as measured by KPREP results.

### (shared) Strategy 1:

School Readiness - Within the current community structures in place, actively collaborate with district team to increase the awareness of our Kindergarten Readiness Standards, Results and Goals to increase the percentage of students entering school ready.

Category: Stakeholder Engagement

Research Cited: Brigance Kindergarten Readiness

## Comprehensive School Improvement Plan

Ekron Elementary School

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the district team to make parents within the community aware of the Kindergarten screener and share a plan on how families can help students become kindergarten ready.	Academic Support Program	01/02/2017	05/31/2017	\$0	No Funding Required	District Administration , School Administration , Kindergarten teachers

Activity - Kindergarten Bootcamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000	FRYSC	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist

### (shared) Strategy 2:

K-6 Implementation of Research-Based Curriculum - Instructional Practices will be examined, revised, implemented and monitored.

Category: Professional Learning & Support

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine and Implement instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at PLC and Leadership Team Meetings.	Academic Support Program, Professional Learning	10/10/2016	05/31/2017	\$0	No Funding Required	Associate Superintendent for Curriculum and Instruction, Assessment and Intervention Specialist, Principal, Teachers

Activity - Monitoring Implementation with Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Ekron Elementary School

Monitor the implementation of the essential elements of Scott Foresman and Everyday Math through PLCs as a regular agenda item and provide transparent feedback through walkthroughs.	Academic Support Program	01/02/2017	05/31/2017	\$0	No Funding Required	Associate Superintendent of Curriculum and Instruction, Assessment and Intervention Specialist, Principal
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**(shared) Strategy 3:**

Focused Professional Learning Communities - Teachers will collaborate during PLC meetings to focus on The Cycle of Improvement.

Category: Continuous Improvement

Research Cited: Richard DuFour, Robert Eaker, Rebecca DuFour, Mike Mattos, Anthony Muhammad, Tim Brown, Luis F. Cruz, Timothy D. Kanold, Sharon V.

Activity - Cycle of Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate weekly to identify standards to be taught, assessment, strategies for delivering instruction, analyzing work to measure the effectiveness of core instruction and making adjustments as needed.	Academic Support Program, Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Assessment and Intervention Specialist, Principal, Teachers

Activity - Assessment and Intervention Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain the position of the Assessment and Intervention Specialist to facilitate support for teacher and student growth.	Recruitment and Retention, Academic Support Program, Professional Learning, Behavioral Support Program	08/10/2016	05/31/2017	\$70000	Title I Schoolwide	Principal, SBDM Council

**Goal 2: Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 60.5% in 2016 to 65.4% in 2017.**

# Comprehensive School Improvement Plan

Ekron Elementary School

## Measurable Objective 1:

64% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

### (shared) Strategy 1:

Measures of Academic Progress (MAP) Assessment - MAP will be administered three times per year and analyzed to growth all students.

Category: Integrated Methods for Learning

Activity - Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP will be effectively utilized to identify skills creating gap. Deficit skills will be addressed through the Learning Continuum during a dedicated grade-level Intervention Block. Progress will be monitored through PLC work	Academic Support Program	09/12/2016	05/31/2017	\$0	District Funding	Assessment and Intervention Specialist, Principal, Teachers

### (shared) Strategy 2:

Progress Monitoring - Assessments will be analyzed to provide individualized instruction during intervention time.

Category: Integrated Methods for Learning

Activity - KSI Protocol Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1) Protocol will be examined, revised and reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) Guidance will be provided to teachers on entering KSI Intervention Records into IC. 4) KSI data reviews will be conducted with fidelity	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Assessment and Intervention Specialist, Counselor, Principal, Teachers

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Co-Teaching will be encouraged to expand the practice to monitor progress through the use of a data notebook. Teams will use content standards to assess the current level of performance on selected power standards. Once the current level of performance is determined, data notebooks will be used to collect data and student work samples on student progress.	Academic Support Program, Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Special Education Teacher and Regular Education Co-teaching Teams, Administration

## Comprehensive School Improvement Plan

Ekron Elementary School

Activity - Least Restrictive Environment (LRE)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By implementing the co-teaching model, GAP students will have more access to the general education curriculum, differentiated instruction and a flexible learning environment	Academic Support Program, Direct Instruction, Behavioral Support Program	08/10/2016	05/31/2017	\$0	District Funding	Principal, Co-Teaching Teams

### Measurable Objective 2:

68% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in the average scores in Mathematics by 05/31/2017 as measured by KPREP results.

### (shared) Strategy 1:

Measures of Academic Progress (MAP) Assessment - MAP will be administered three times per year and analyzed to growth all students.

Category: Integrated Methods for Learning

Activity - Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP will be effectively utilized to identify skills creating gap. Deficit skills will be addressed through the Learning Continuum during a dedicated grade-level Intervention Block. Progress will be monitored through PLC work	Academic Support Program	09/12/2016	05/31/2017	\$0	District Funding	Assessment and Intervention Specialist, Principal, Teachers

### (shared) Strategy 2:

Progress Monitoring - Assessments will be analyzed to provide individualized instruction during intervention time.

Category: Integrated Methods for Learning

Activity - KSI Protocol Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1) Protocol will be examined, revised and reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) Guidance will be provided to teachers on entering KSI Intervention Records into IC. 4) KSI data reviews will be conducted with fidelity	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Assessment and Intervention Specialist, Counselor, Principal, Teachers

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

Ekron Elementary School

Each Co-Teaching will be encouraged to expand the practice to monitor progress through the use of a data notebook. Teams will use content standards to assess the current level of performance on selected power standards. Once the current level of performance is determined, data notebooks will be used to collect data and student work samples on student progress.	Academic Support Program, Behavioral Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Special Education Teacher and Regular Education Co-teaching Teams, Administration
Activity - Least Restrictive Environment (LRE)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By implementing the co-teaching model, GAP students will have more access to the general education curriculum, differentiated instruction and a flexible learning environment	Academic Support Program, Direct Instruction, Behavioral Support Program	08/10/2016	05/31/2017	\$0	District Funding	Principal, Co-Teaching Teams

### Goal 3: Increase the percentage of proficient/distinguished programs in Visual and Performing Arts, PL/CS, and Writing.

#### Measurable Objective 1:

100% of All Students will collaborate to demonstrate proficiency in identified program review areas visual performing arts, PL/CS and in Writing by 05/31/2017 as measured by Program Review Rubrics.

#### Strategy 1:

Progress Monitoring - Three times per year Program Review teams will do internal audits using the KDE rubrics. The PR teams will suggest strategies and offer plans to meet proficiency in areas that we are not meeting proficiency.

Category: Continuous Improvement

Research Cited: KDE Program Review rubrics

Activity - Rubric Evaluation/Evidence Collection/Next Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Ekron Elementary School

Time will be allocated for each team to complete internal and ongoing work utilizing the new program review rubrics in order to meet expectations of proficiency as well as to meet timelines/procedures for the district and state requirements. Staff will be coached to efficiently and effectively understand the natural collection of evidence in the school setting. Natural evidence and/or next steps will be identified for each characteristic across all program reviews.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Program Review Teams, Counselor, Assessment and Intervention Specialist
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Activity - School Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PL/CS program review team in conjunction with district support staff will ensure that the Local Wellness Policy and Annual Reporting Requirements are fulfilled, ensuring a Whole School, Whole Community, Whole Child approach and beginning the process of completing the Healthy Schools Program assessment to provide school level data.	Policy and Process	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Coordinated School Health Committee

## Goal 4: Ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness Plan (PGES).

### Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in the multiple measures of PGES by 04/01/2017 as measured by the training and guidance provided..

### Strategy 1:

Writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measures for writing an effective and measurable Professional Growth Goal

Category: Teacher PGES

Activity - Initial Self Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guide teachers through the process of self-reflection utilizing the TPGES Framework or the OPGES Framework which applies to their role. Provide guidance and direction on entering this information into CIITS	Professional Learning	07/27/2015	08/24/2015	\$0	No Funding Required	Principal and Certified Staff

Activity - Professional Growth Goals Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and other resources for writing professional growth goals.	Professional Learning	07/27/2015	08/14/2015	\$0	No Funding Required	Principal and Certified Staff

## Comprehensive School Improvement Plan

Ekron Elementary School

Activity - Mid-Year Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide guidance on the expectations of a mid-year review of PGP's and facilitate discussion and feedback on progress during the mid-year conference.	Policy and Process	07/27/2015	01/29/2016	\$0	No Funding Required	Principal and Certified Staff

### Strategy 2:

Student Growth Goal Guidance and Support - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Student Growth Goal.

Category: Teacher PGES

Activity - SGG Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for SGGs and guidance on the process to gather data for writing measureable SGGs.	Professional Learning	07/27/2015	08/14/2015	\$0	No Funding Required	Principal, Assessment Intervention Specialist and Certified Staff

### Strategy 3:

Student Voice Survey - Provide instructional sessions for all teachers on the PGES for the multiple measures from the results of the Student Voice Survey and interpreting the results to determine professional growth areas.

Category: Teacher PGES

Research Cited: Gates Foundation Measures of Effective Teaching (MET) study of teaching quality

Activity - Student Voice Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with information on the administration of the student voice survey, the research behind the student voice survey and provide guidance on interpreting the results to determine growth areas.	Professional Learning	07/27/2015	02/02/2016	\$0	No Funding Required	Principal and Certified Staff

**Goal 5: Ekron Elementary School will reduce the number of novice scoring students in reading from \_\_\_% in 2015 to less than \_\_\_% in 2020 and in math from \_\_\_% to less than \_\_\_% in 2020 as measured by state and local assessments.**

### Measurable Objective 1:

collaborate to reduce the number of novice performing student in reading and math by 05/31/2017 as measured by KPREP scores.



# Comprehensive School Improvement Plan

Ekron Elementary School

## Strategy 1:

Novice Reduction - Measures of Academic Progress (MAP) will be administered and analyzed to identify projected novice and to identify skills creating gaps. Students will be identified based on that analysis to receive interventions to close gaps and reduce projected novice.

Category: Learning Systems

Research Cited: NWEA

Activity - Mastery Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will teach to mastery in ELA and Math where they will show at least 80% of their students demonstrating knowledge of standards on assessments. This will include weekly lesson plans with skills focused standards listed, daily formative assessment on each focus skill in lesson plan with documentation of student mastery in lesson plans, and guided planning on formative assessment use.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Classroom Teachers
Activity - Analyze and Apply Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze and apply data using four key questions and the CIA (curriculum, instruction, and assessment) format during PLC's. Teachers will use a data analysis tool after each topic and unit test and will review the results to determine curriculum and instructional changes to be made in their classrooms to help increase student achievement and decrease novice student performance	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Assessment and Intervention Specialist, Principal, Teachers
Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores and common assessment data. These students will receive additional instructional opportunities through Small Group Instruction during the intervention block. ESS Daytime Waiver funds will provide additional support during this block.	Direct Instruction	11/14/2016	05/31/2017	\$6000	Grant Funds, No Funding Required	Classroom Teachers, ESS Daytime Waiver Teacher

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Bootcamp	Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist
<b>Total</b>					\$2000	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment and Intervention Specialist	Maintain the position of the Assessment and Intervention Specialist to facilitate support for teacher and student growth.	Recruitment and Retention, Academic Support Program, Professional Learning, Behavioral Support Program	08/10/2016	05/31/2017	\$70000	Principal, SBDM Council
<b>Total</b>					\$70000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive School Improvement Plan

Ekron Elementary School

Monitoring Implementation with Fidelity	Monitor the implementation of the essential elements of Scott Foresman and Everyday Math through PLCs as a regular agenda item and provide transparent feedback through walkthroughs.	Academic Support Program	01/02/2017	05/31/2017	\$0	Associate Superintendent of Curriculum and Instruction, Assessment and Intervention Specialist, Principal
Rubric Evaluation/Evidence Collection/Next Steps	Time will be allocated for each team to complete internal and ongoing work utilizing the new program review rubrics in order to meet expectations of proficiency as well as to meet timelines/procedures for the district and state requirements. Staff will be coached to efficiently and effectively understand the natural collection of evidence in the school setting. Natural evidence and/or next steps will be identified for each characteristic across all program reviews.	Academic Support Program	08/10/2016	05/31/2017	\$0	Principal, Program Review Teams, Counselor, Assessment and Intervention Specialist
Mid-Year Review	Provide guidance on the expectations of a mid-year review of PGP's and facilitate discussion and feedback on progress during the mid-year conference.	Policy and Process	07/27/2015	01/29/2016	\$0	Principal and Certified Staff
Initial Self Reflection	Guide teachers through the process of self-reflection utilizing the TPGES Framework or the OPGES Framework which applies to their role. Provide guidance and direction on entering this information into CIITS	Professional Learning	07/27/2015	08/24/2015	\$0	Principal and Certified Staff
Data Notebooks	Each Co-Teaching will be encouraged to expand the practice to monitor progress through the use of a data notebook. Teams will use content standards to assess the current level of performance on selected power standards. Once the current level of performance is determined, data notebooks will be used to collect data and student work samples on student progress.	Academic Support Program, Behavioral Support Program	08/10/2016	05/31/2017	\$0	Special Education Teacher and Regular Education Co-teaching Teams, Administration
Parent Awareness	Collaborate with the district team to make parents within the community aware of the Kindergarten screener and share a plan on how families can help students become kindergarten ready.	Academic Support Program	01/02/2017	05/31/2017	\$0	District Administration, School Administration, Kindergarten teachers
Mastery Instruction	Classroom teachers will teach to mastery in ELA and Math where they will show at least 80% of their students demonstrating knowledge of standards on assessments. This will include weekly lesson plans with skills focused standards listed, daily formative assessment on each focus skill in lesson plan with documentation of student mastery in lesson plans, and guided planning on formative assessment use.	Academic Support Program	08/10/2016	05/31/2017	\$0	Classroom Teachers

# Comprehensive School Improvement Plan

Ekron Elementary School

Name and Claim	Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores and common assessment data. These students will receive additional instructional opportunities through Small Group Instruction during the intervention block. ESS Daytime Waiver funds will provide additional support during this block.	Direct Instruction	11/14/2016	05/31/2017	\$0	Classroom Teachers, ESS Daytime Waiver Teacher
Cycle of Improvement	Teachers will collaborate weekly to identify standards to be taught, assessment, strategies for delivering instruction, analyzing work to measure the effectiveness of core instruction and making adjustments as needed.	Academic Support Program, Behavioral Support Program	08/10/2016	05/31/2017	\$0	Assessment and Intervention Specialist, Principal, Teachers
Professional Growth Goals Guidance and Support	Provide teachers with exemplars for PGP's and provide guidance on how to use data and other resources for writing professional growth goals.	Professional Learning	07/27/2015	08/14/2015	\$0	Principal and Certified Staff
Student Voice Guidance and Support	Provide teachers with information on the administration of the student voice survey, the research behind the student voice survey and provide guidance on interpreting the results to determine growth areas.	Professional Learning	07/27/2015	02/02/2016	\$0	Principal and Certified Staff
Instructional Practices	Examine and Implement instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at PLC and Leadership Team Meetings.	Academic Support Program, Professional Learning	10/10/2016	05/31/2017	\$0	Associate Superintendent for Curriculum and Instruction, Assessment and Intervention Specialist, Principal, Teachers
KSI Protocol Fidelity	1) Protocol will be examined, revised and reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) Guidance will be provided to teachers on entering KSI Intervention Records into IC. 4) KSI data reviews will be conducted with fidelity	Academic Support Program	08/10/2016	05/31/2017	\$0	Assessment and Intervention Specialist, Counselor, Principal, Teachers
Analyze and Apply Data	Teachers will analyze and apply data using four key questions and the CIA (curriculum, instruction, and assessment) format during PLC's. Teachers will use a data analysis tool after each topic and unit test and will review the results to determine curriculum and instructional changes to be made in their classrooms to help increase student achievement and decrease novice student performance	Academic Support Program	08/10/2016	05/31/2017	\$0	Assessment and Intervention Specialist, Principal, Teachers

## Comprehensive School Improvement Plan

Ekron Elementary School

SGG Guidance and Support	Provide teachers with exemplars for SGGs and guidance on the process to gather data for writing measureable SGGs.	Professional Learning	07/27/2015	08/14/2015	\$0	Principal, Assessment Intervention Specialist and Certified Staff
PD Evaluation	Surveys will be completed by teachers following each professional development session to evaluate the level of effectiveness and plan future sessions.	Professional Learning	08/10/2016	05/31/2017	\$0	Assessment and Intervention Specialist, Teachers
School Wellness	The PL/CS program review team in conjunction with district support staff will ensure that the Local Wellness Policy and Annual Reporting Requirements are fulfilled, ensuring a Whole School, Whole Community, Whole Child approach and beginning the process of completing the Healthy Schools Program assessment to provide school level data.	Policy and Process	08/10/2016	05/31/2017	\$0	Principal, Coordinated School Health Committee
<b>Total</b>					\$0	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	The Positive Behavioral Interventions and Supports Committee will continue to coordinate efforts to ensure that the program is implemented with fidelity.	Behavioral Support Program	08/10/2016	05/31/2017	\$2000	Administration, PBIS Committee, Teachers
Name and Claim	Classroom teachers will name and claim novice performing students for the purpose of targeted interventions using 2015 KPREP scores, fall MAP scores and common assessment data. These students will receive additional instructional opportunities through Small Group Instruction during the intervention block. ESS Daytime Waiver funds will provide additional support during this block.	Direct Instruction	11/14/2016	05/31/2017	\$6000	Classroom Teachers, ESS Daytime Waiver Teacher
<b>Total</b>					\$8000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Relationship Building/Communication	School staff will increase the frequency of communications with parents via Class Dojo. Parents will be informed of what's going on in class, what students are learning, what they've accomplished. Additionally parents will be provided with questions they may ask students to build the connection between home and school. The school's FRC will also collaborate with community agencies to meet needs and portray a family friendly atmosphere.	Community Engagement	08/10/2016	05/31/2017	\$2000	Teachers, Administrator, and FRC.

## Comprehensive School Improvement Plan

Ekron Elementary School

Gap	MAP will be effectively utilized to identify skills creating gap. Deficit skills will be addressed through the Learning Continuum during a dedicated grade-level Intervention Block. Progress will be monitored through PLC work	Academic Support Program	09/12/2016	05/31/2017	\$0	Assessment and Intervention Specialist, Principal, Teachers
Least Restrictive Environment (LRE)	By implementing the co-teaching model, GAP students will have more access to the general education curriculum, differentiated instruction and a flexible learning environment	Academic Support Program, Direct Instruction, Behavioral Support Program	08/10/2016	05/31/2017	\$0	Principal, Co-Teaching Teams
Online Assessment	Availability of online reading assessment to minimize the amount of time teachers spend copying and scoring assessments.	Academic Support Program	08/10/2016	05/31/2017	\$30000	School Technology Coordinator, Teachers
<b>Total</b>					<b>\$32000</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	FRC and Title I Program will collaborate to organize family activities that engage parents in home instructional strategies and celebrating academic achievements of their children.	Parent Involvement	08/10/2016	05/31/2017	\$1500	FRC, Title 1, Instructional Assistants, Teachers, and Administration
<b>Total</b>					<b>\$1500</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School



**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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

Ekron 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.	N/A		

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

# Comprehensive School Improvement Plan

Ekron Elementary School

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.	N/A		

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

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.	N/A		

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

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

Ekron 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	<a href="http://ekron.ky.mce.schoolinsites.com/">http://ekron.ky.mce.schoolinsites.com/</a>	

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

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

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

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

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

# Comprehensive School Improvement Plan

Ekron Elementary School

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

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

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:**

Increase the averaged combined reading/math K-PREP scores for all students from 65.8% in 2016 to 70% in 2017.

**Measurable Objective 1:**

68% of All Students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

**Strategy1:**

Time Management - TELL Survey - In an effort to minimize the amount of routine paperwork teachers are required to do, one hour blocks will be available weekly in the computer lab for teachers to administer reading assessments online.

Category: Human Capital Management

Research Cited:

Activity - PD Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Surveys will be completed by teachers following each professional development session to evaluate the level of effectiveness and plan future sessions.	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Teachers

Activity - Online Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Availability of online reading assessment to minimize the amount of time teachers spend copying and scoring assessments.	Academic Support Program	08/10/2016	05/31/2017	\$30000 - District Funding	School Technology Coordinator, Teachers

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

**Goal 1:**

Increase the averaged combined reading/math K-PREP scores for all students from 65.8% in 2016 to 70% in 2017.

**Measurable Objective 1:**

68% of All Students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.



# Comprehensive School Improvement Plan

Ekron Elementary School

## Strategy1:

Focused Professional Learning Communities - Teachers will collaborate during PLC meetings to focus on The Cycle of Improvement.

Category: Continuous Improvement

Research Cited: Richard DuFour, Robert Eaker, Rebecca DuFour, Mike Mattos, Anthony Muhammad, Tim Brown, Luis F. Cruz, Timothy D. Kanold, Sharon V.

Activity - Cycle of Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate weekly to identify standards to be taught, assessment, strategies for delivering instruction, analyzing work to measure the effectiveness of core instruction and making adjustments as needed.	Behavioral Support Program Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Principal, Teachers

Activity - Assessment and Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain the position of the Assessment and Intervention Specialist to facilitate support for teacher and student growth.	Behavioral Support Program Recruitment and Retention Academic Support Program Professional Learning	08/10/2016	05/31/2017	\$70000 - Title I Schoolwide	Principal, SBDM Council

## Strategy2:

School Readiness - Within the current community structures in place, actively collaborate with district team to increase the awareness of our Kindergarten Readiness Standards, Results and Goals to increase the percentage of students entering school ready.

Category: Stakeholder Engagement

Research Cited: Brigance Kindergarten Readiness

Activity - Kindergarten Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000 - FRYSC	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist

# Comprehensive School Improvement Plan

Ekron Elementary School

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the district team to make parents within the community aware of the Kindergarten screener and share a plan on how families can help students become kindergarten ready.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	District Administration, School Administration, Kindergarten teachers

### Strategy3:

K-6 Implementation of Research-Based Curriculum - Instructional Practices will be examined, revised, implemented and monitored.

Category: Professional Learning & Support

Research Cited:

Activity - Monitoring Implementation with Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the essential elements of Scott Foresman and Everyday Math through PLCs as a regular agenda item and provide transparent feedback through walkthroughs.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	Associate Superintendent of Curriculum and Instruction, Assessment and Intervention Specialist, Principal

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine and Implement instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at PLC and Leadership Team Meetings.	Academic Support Program Professional Learning	10/10/2016	05/31/2017	\$0 - No Funding Required	Associate Superintendent for Curriculum and Instruction, Assessment and Intervention Specialist, Principal, Teachers

### Measurable Objective 2:

73% of All Students will demonstrate a proficiency in the average scores in Mathematics by 05/31/2017 as measured by KPREP results.

### Strategy1:

Focused Professional Learning Communities - Teachers will collaborate during PLC meetings to focus on The Cycle of Improvement.

Category: Continuous Improvement

Research Cited: Richard DuFour, Robert Eaker, Rebecca DuFour, Mike Mattos, Anthony Muhammad, Tim Brown, Luis F. Cruz, Timothy D. Kanold, Sharon V.

# Comprehensive School Improvement Plan

Ekron Elementary School

Activity - Assessment and Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain the position of the Assessment and Intervention Specialist to facilitate support for teacher and student growth.	Recruitment and Retention Professional Learning Behavioral Support Program Academic Support Program	08/10/2016	05/31/2017	\$70000 - Title I Schoolwide	Principal, SBDM Council

Activity - Cycle of Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate weekly to identify standards to be taught, assessment, strategies for delivering instruction, analyzing work to measure the effectiveness of core instruction and making adjustments as needed.	Behavioral Support Program Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Principal, Teachers

## Strategy2:

School Readiness - Within the current community structures in place, actively collaborate with district team to increase the awareness of our Kindergarten Readiness Standards, Results and Goals to increase the percentage of students entering school ready.

Category: Stakeholder Engagement

Research Cited: Brigance Kindergarten Readiness

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the district team to make parents within the community aware of the Kindergarten screener and share a plan on how families can help students become kindergarten ready.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	District Administration, School Administration, Kindergarten teachers

Activity - Kindergarten Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000 - FRYSC	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist

## Strategy3:

K-6 Implementation of Research-Based Curriculum - Instructional Practices will be examined, revised, implemented and monitored.

Category: Professional Learning & Support

Research Cited:

# Comprehensive School Improvement Plan

Ekron Elementary School

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine and Implement instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at PLC and Leadership Team Meetings.	Professional Learning Academic Support Program	10/10/2016	05/31/2017	\$0 - No Funding Required	Associate Superintendent for Curriculum and Instruction, Assessment and Intervention Specialist, Principal, Teachers

Activity - Monitoring Implementation with Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the essential elements of Scott Foresman and Everyday Math through PLCs as a regular agenda item and provide transparent feedback through walkthroughs.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	Associate Superintendent of Curriculum and Instruction, Assessment and Intervention Specialist, Principal

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

### Goal 1:

Increase the averaged combined reading/math K-PREP scores for all students from 65.8% in 2016 to 70% in 2017.

### Measurable Objective 1:

68% of All Students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

### Strategy1:

School Readiness - Within the current community structures in place, actively collaborate with district team to increase the awareness of our Kindergarten Readiness Standards, Results and Goals to increase the percentage of students entering school ready.

Category: Stakeholder Engagement

Research Cited: Brigance Kindergarten Readiness

Activity - Kindergarten Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000 - FRYSC	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist

# Comprehensive School Improvement Plan

Ekron Elementary School

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

## Goal 1:

Increase the averaged combined reading/math K-PREP scores for all students from 65.8% in 2016 to 70% in 2017.

## Measurable Objective 1:

68% of All Students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

## Strategy1:

School Readiness - Within the current community structures in place, actively collaborate with district team to increase the awareness of our Kindergarten Readiness Standards, Results and Goals to increase the percentage of students entering school ready.

Category: Stakeholder Engagement

Research Cited: Brigance Kindergarten Readiness

Activity - Kindergarten Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000 - FRYSC	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the district team to make parents within the community aware of the Kindergarten screener and share a plan on how families can help students become kindergarten ready.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	District Administration, School Administration, Kindergarten teachers

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

## Goal 1:

Increase the averaged combined reading/math K-PREP scores for all students from 65.8% in 2016 to 70% in 2017.

## Measurable Objective 1:

68% of All Students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

# Comprehensive School Improvement Plan

Ekron Elementary School

## Strategy1:

K-6 Implementation of Research-Based Curriculum - Instructional Practices will be examined, revised, implemented and monitored.

Category: Professional Learning & Support

Research Cited:

Activity - Monitoring Implementation with Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the essential elements of Scott Foresman and Everyday Math through PLCs as a regular agenda item and provide transparent feedback through walkthroughs.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	Associate Superintendent of Curriculum and Instruction, Assessment and Intervention Specialist, Principal

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine and Implement instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at PLC and Leadership Team Meetings.	Professional Learning Academic Support Program	10/10/2016	05/31/2017	\$0 - No Funding Required	Associate Superintendent for Curriculum and Instruction, Assessment and Intervention Specialist, Principal, Teachers

## Strategy2:

Customer Service Initiative - There will be intentional planning of activities and events to build relationships with students, their families, and the community.

Category: Stakeholder Engagement

Research Cited: Middleton, Kelly. Pettit, Elizabeth, 2007. Who Cares? Improving Public Schools Through Relationships and Customer Service. Tuscon, Arizona: Wheatmark

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC and Title I Program will collaborate to organize family activities that engage parents in home instructional strategies and celebrating academic achievements of their children.	Parent Involvement	08/10/2016	05/31/2017	\$1500 - Title I Part A	FRC, Title 1, Instructional Assistants, Teachers, and Administration

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Positive Behavioral Interventions and Supports Committee will continue to coordinate efforts to ensure that the program is implemented with fidelity.	Behavioral Support Program	08/10/2016	05/31/2017	\$2000 - Grant Funds	Administration, PBIS Committee, Teachers

# Comprehensive School Improvement Plan

Ekron Elementary School

Activity - Relationship Building/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will increase the frequency of communications with parents via Class Dojo. Parents will be informed of what's going on in class, what students are learning, what they've accomplished. Additionally parents will be provided with questions they may ask students to build the connection between home and school. The school's FRC will also collaborate with community agencies to meet needs and portray a family friendly atmosphere.	Community Engagement	08/10/2016	05/31/2017	\$2000 - District Funding	Teachers, Administrator, and FRC.

### Strategy3:

Focused Professional Learning Communities - Teachers will collaborate during PLC meetings to focus on The Cycle of Improvement.

Category: Continuous Improvement

Research Cited: Richard DuFour, Robert Eaker, Rebecca DuFour, Mike Mattos, Anthony Muhammad, Tim Brown, Luis F. Cruz, Timothy D. Kanold, Sharon V.

Activity - Cycle of Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate weekly to identify standards to be taught, assessment, strategies for delivering instruction, analyzing work to measure the effectiveness of core instruction and making adjustments as needed.	Academic Support Program Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Principal, Teachers

Activity - Assessment and Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain the position of the Assessment and Intervention Specialist to facilitate support for teacher and student growth.	Professional Learning Behavioral Support Program Recruitment and Retention Academic Support Program	08/10/2016	05/31/2017	\$70000 - Title I Schoolwide	Principal, SBDM Council

### Strategy4:

School Readiness - Within the current community structures in place, actively collaborate with district team to increase the awareness of our Kindergarten Readiness Standards, Results and Goals to increase the percentage of students entering school ready.

Category: Stakeholder Engagement

Research Cited: Brigance Kindergarten Readiness

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Activity - Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the district team to make parents within the community aware of the Kindergarten screener and share a plan on how families can help students become kindergarten ready.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	District Administration, School Administration, Kindergarten teachers

Activity - Kindergarten Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000 - FRYSC	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist

## Measurable Objective 2:

73% of All Students will demonstrate a proficiency in the average scores in Mathematics by 05/31/2017 as measured by KPREP results.

## Strategy1:

Focused Professional Learning Communities - Teachers will collaborate during PLC meetings to focus on The Cycle of Improvement.

Category: Continuous Improvement

Research Cited: Richard DuFour, Robert Eaker, Rebecca DuFour, Mike Mattos, Anthony Muhammad, Tim Brown, Luis F. Cruz, Timothy D. Kanold, Sharon V.

Activity - Assessment and Intervention Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain the position of the Assessment and Intervention Specialist to facilitate support for teacher and student growth.	Academic Support Program Behavioral Support Program Professional Learning Recruitment and Retention	08/10/2016	05/31/2017	\$70000 - Title I Schoolwide	Principal, SBDM Council

Activity - Cycle of Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate weekly to identify standards to be taught, assessment, strategies for delivering instruction, analyzing work to measure the effectiveness of core instruction and making adjustments as needed.	Academic Support Program Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Principal, Teachers

## Strategy2:

School Readiness - Within the current community structures in place, actively collaborate with district team to increase the awareness of our



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Kindergarten Readiness Standards, Results and Goals to increase the percentage of students entering school ready.

Category: Stakeholder Engagement

Research Cited: Brigance Kindergarten Readiness

Activity - Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the district team to make parents within the community aware of the Kindergarten screener and share a plan on how families can help students become kindergarten ready.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	District Administration, School Administration, Kindergarten teachers

Activity - Kindergarten Bootcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to administer the Brigance Screener during Kindergarten Bootcamp. Continue to engage in dialogue with parents of skillsets for school readiness.	Parent Involvement	07/26/2016	05/31/2017	\$2000 - FRYSC	Kindergarten teachers, Instructional Assistants, FRYSC Coordinator, Principal, Counselor, Assessment and Intervention Specialist, RTA Interventionist

### Strategy3:

K-6 Implementation of Research-Based Curriculum - Instructional Practices will be examined, revised, implemented and monitored.

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine and Implement instructional practices to ensure that all grades K-6 classrooms are taught through research-based curriculum, discussions of best practice in the implementation and monitoring of a research based series will be facilitated monthly at PLC and Leadership Team Meetings.	Academic Support Program Professional Learning	10/10/2016	05/31/2017	\$0 - No Funding Required	Associate Superintendent for Curriculum and Instruction, Assessment and Intervention Specialist, Principal, Teachers

Activity - Monitoring Implementation with Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the essential elements of Scott Foresman and Everyday Math through PLCs as a regular agenda item and provide transparent feedback through walkthroughs.	Academic Support Program	01/02/2017	05/31/2017	\$0 - No Funding Required	Associate Superintendent of Curriculum and Instruction, Assessment and Intervention Specialist, Principal

The school identified specific strategies to address subgroup achievement gaps.

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## Goal 1:

Increase the average combined reading/math proficiency ratings for all students in the non-duplicated gap group from 60.5% in 2016 to 65.4% in 2017.

## Measurable Objective 1:

64% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in the average scores in Reading by 05/31/2017 as measured by KPREP results.

## Strategy1:

Progress Monitoring - Assessments will be analyzed to provide individualized instruction during intervention time.

Category: Integrated Methods for Learning

Research Cited:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Co-Teaching will be encouraged to expand the practice to monitor progress through the use of a data notebook. Teams will use content standards to assess the current level of performance on selected power standards. Once the current level of performance is determined, data notebooks will be used to collect data and student work samples on student progress.	Academic Support Program Behavioral Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Special Education Teacher and Regular Education Co-teaching Teams, Administration

Activity - Least Restrictive Environment (LRE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By implementing the co-teaching model, GAP students will have more access to the general education curriculum, differentiated instruction and a flexible learning environment	Direct Instruction Academic Support Program Behavioral Support Program	08/10/2016	05/31/2017	\$0 - District Funding	Principal, Co-Teaching Teams

Activity - KSI Protocol Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1) Protocol will be examined, revised and reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) Guidance will be provided to teachers on entering KSI Intervention Records into IC. 4) KSI data reviews will be conducted with fidelity	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Counselor, Principal, Teachers

## Strategy2:

Measures of Academic Progress (MAP) Assessment - MAP will be administered three times per year and analyzed to growth all students.

Category: Integrated Methods for Learning

Research Cited:

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Activity - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP will be effectively utilized to identify skills creating gap. Deficit skills will be addressed through the Learning Continuum during a dedicated grade-level Intervention Block. Progress will be monitored through PLC work	Academic Support Program	09/12/2016	05/31/2017	\$0 - District Funding	Assessment and Intervention Specialist, Principal, Teachers

## Measurable Objective 2:

68% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in the average scores in Mathematics by 05/31/2017 as measured by KPREP results.

## Strategy1:

Progress Monitoring - Assessments will be analyzed to provide individualized instruction during intervention time.

Category: Integrated Methods for Learning

Research Cited:

Activity - KSI Protocol Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1) Protocol will be examined, revised and reviewed annually with school staff; 2) ALL students not on grade level with basic skills receive additional instruction; 3) Guidance will be provided to teachers on entering KSI Intervention Records into IC. 4) KSI data reviews will be conducted with fidelity	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Assessment and Intervention Specialist, Counselor, Principal, Teachers

Activity - Least Restrictive Environment (LRE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By implementing the co-teaching model, GAP students will have more access to the general education curriculum, differentiated instruction and a flexible learning environment	Academic Support Program Behavioral Support Program Direct Instruction	08/10/2016	05/31/2017	\$0 - District Funding	Principal, Co-Teaching Teams

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Co-Teaching will be encouraged to expand the practice to monitor progress through the use of a data notebook. Teams will use content standards to assess the current level of performance on selected power standards. Once the current level of performance is determined, data notebooks will be used to collect data and student work samples on student progress.	Behavioral Support Program Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Special Education Teacher and Regular Education Co-teaching Teams, Administration

## Strategy2:

# Comprehensive School Improvement Plan

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Measures of Academic Progress (MAP) Assessment - MAP will be administered three times per year and analyzed to growth all students.

Category: Integrated Methods for Learning

Research Cited:

Activity - Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP will be effectively utilized to identify skills creating gap. Deficit skills will be addressed through the Learning Continuum during a dedicated grade-level Intervention Block. Progress will be monitored through PLC work	Academic Support Program	09/12/2016	05/31/2017	\$0 - District Funding	Assessment and Intervention Specialist, Principal, Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

Increase the percentage of proficient/distinguished programs in Visual and Performing Arts, PL/CS, and Writing.

## Measurable Objective 1:

100% of All Students will collaborate to demonstrate proficiency in identified program review areas visual performing arts, PL/CS and in Writing by 05/31/2017 as measured by Program Review Rubrics.

## Strategy1:

Program Review Audit - Three times per year Program Review teams will do internal audits using the KDE rubrics. The PR teams will suggest strategies and offer plans to meet proficiency in areas that we are not meeting proficiency.

Category: Continuous Improvement

Research Cited: KDE Program Review rubrics

Activity - Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct internal Program Review audits three times per year.	Academic Support Program	08/06/2015	05/31/2016	\$0 - No Funding Required	Principal, Program Review Teams, Counselor, Assessment and Intervention Specialist

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<b>Activity - Coordinated School Health Committee</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Coordinated School Health Committee will meet at least annually to revise/develop Ekron's wellness policy. BMI calculation data will be included in order to meet Program Review standards.	Policy and Process	08/06/2015	05/31/2016	\$0 - No Funding Required	Principal, Coordinated School Health Committee

<b>Activity - PD Action Plan</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
PD Action Plan will be implemented and revised to reflect quality instruction as determined by the work of the Program Review teams.	Policy and Process	08/06/2015	05/31/2016	\$0 - No Funding Required	Principal, Program Review Teams, Assessment and Intervention Specialist

# **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?**

Ekron Elementary School is a rural community school located in Ekron, Kentucky serving the communities of Ekron and Guston. The school is a focal point of the community where parental and community support have always been a key component to our success. The student population is made up of grades kindergarten through six and a large enough percentage of students qualify for free/reduced lunch that we qualify for a school-wide Title I Program. We have a limited amount of diversity with only a 9.7% minority population. 17.5% of our students qualify for specially designed instruction through an Individualized Education Program.

One of Ekron Elementary's greatest challenges has been a high administrator turnover in the past decade. Our school currently employs 25 certified and 23 classified staff members who serve approximately 360 students. Having an average of 13.9 years of teaching experience, 86 percent of the teachers hold a Master's Degree or higher.

We strive to provide developmentally appropriate instruction in a supportive climate that promotes each student's highest level of learning. In accomplishing our mission, we will develop every student's knowledge base as a necessary component of self-sufficiency. Being a Title 1 school enables us to provide additional support for students and families through our full-time Family Resource Center.

For the past four years, the Brigance Kindergarten Screen has been administered to all incoming Kindergarteners. The screen assesses school readiness skills. This year, approximately 55% of the Kindergarten population scored as "Not Ready".



## **School's Purpose**

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

The mission of Ekron Elementary, developed a number of years ago, is to provide instruction at each student's level and to ensure opportunities for students to reach their maximum potential.

We believe that:

All children can learn.

All children are valuable to society.

A quality educational program establishes a strong academic foundation from which students can build.

All children are special and unique, regardless of social/economic status.

A good teacher cares.

An effective faculty works together as a team for the good of the children.

An effective school provides a safe and caring learning environment for every student.

Teachers identify, encourage and build students' strengths through developmentally appropriate instruction.

A quality educational program is a partnership between teachers, parents and students.

Successful students believe in their own abilities.

Our school mission and beliefs shape our education programs, plans and actions.

Our goal this year is to revisit the existing mission and beliefs and create a vision including all stakeholders.

Instructional resources and decisions are based on what's best for students. Intentional and strategic design of the master schedule ensures that all students receive instruction in core academics as well as the opportunity for intervention or enrichment services provided through the school-wide Kentucky System of Intervention (KSI) program.

Brigance, Measures of Academic Progress (MAP), AIMSWEB, and school-level assessments are scheduled regularly throughout the school year to monitor student progress. Analyses of these assessments are not only used to guide instruction, but also to ensure that all students are on the path to be College and Career Ready.

## **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.**

Our Student Technology Leadership Program has qualified for state recognition. Our school choir was also the only elementary choir to participate in sight reading, the most rigorous of musical activities, for which we also received a distinguished rating.

Our Archery team competed at the district, state and national levels.

Ekron Elementary has historically been a high performing school as measured by the Kentucky Performance Rating for Educational Progress. This year, the school's first "Improvement Needed" Classification resulted in an obvious need/desire for a more thorough analysis than did the prior "Proficient/Distinguished" Classifications. It became apparent that there were gaps in the foundation that had likely not surfaced due the prior classifications and lack of administrator continuity.

Our areas of focus will include:

K-6 Research Based Curriculum

Sound Instructional Practices

Progress Monitoring

High Expectations to close the gap and reduce novice.

## **Additional Information**

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

In reading, Ekron Elementary scored higher than the state in NAPD calculation, bonus and Proficient/Distinguished in addition to having a lower percentage of students scoring novice than district and state.

In math, Ekron Elementary scored higher than the state in NAPD calculation, bonus and Proficient/Distinguished in addition to having a lower percentage of students scoring novice than district and state.

In writing, Ekron Elementary scored higher than the state and district in NAPD calculation and Proficient/Distinguished in addition to having a lower percentage of students scoring novice than district and state.

In language mechanics, Ekron Elementary scored higher than the state in NAPD Calculation and bonus, outperformed the state and district in Proficient/Distinguished and had a lower percentage of students scoring novice than the district or state.

Ekron Elementary met the novice reduction goal with the disability population.