



# **Comprehensive School Improvement Plan**

**North Todd Elementary School**  
**Todd 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**

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

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

We are noticing a trend of 3 new teachers per year. New teachers have all been KTIP teachers. There has also been a trend in turnover of administrators. There have been 4 new Assistant Principals in 3 years.

**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.**

75% of KTIP teachers from 15-16 are still teaching at NTES. Teacher turnover is primarily attributed to teacher accepting positions in the community in which they live to avoid commuting for employment. Teachers who do not live within our district indicate that they love our students and the school environment.

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



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

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

OR

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

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

## Goal 1:

Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.2% to 71% in 2019 as measured by KPREP assessment data.

## Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math proficiency ratings in the non-duplicated gap group from 39.6% to 48.6% by 05/13/2016 as measured by KPREP state assessment results.

## Strategy1:

Professional Learning Communities - PLC's will be regularly utilized to improve teaching and learning.

Category: Professional Learning & Support

Research Cited:

Activity - Examine student data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs of regular and special education teachers will regularly meet in PLC to utilize the Table of Specifications document to examine various assessments, units, and individual student data, identifying strengths and weaknesses.	Academic Support Program	12/01/2014	04/29/2016	\$0 - No Funding Required	Teachers

Activity - Individual student plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of PLCs will work together to create individual student plans for gap students that display significant weaknesses.	Academic Support Program	12/01/2014	04/29/2016	\$0 - No Funding Required	Teachers

## Strategy2:

SY 2016-2017

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Assessment Data Analysis - All certified teachers will be involved in data analysis of class/school assessments.

Category: Continuous Improvement

Research Cited:

Activity - Flexible grouping of students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data analysis to flexibly group students based upon areas of need for specialized instruction.	Academic Support Program	08/05/2015	04/29/2016	\$0 - No Funding Required	Teachers

Activity - Staff training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive training and support on the use of screeners and teaching strategies to address students' needs based on data analysis of assessments.	Academic Support Program	01/04/2016	04/29/2016	\$0 - No Funding Required	Administration

Activity - Student data folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-level PLC/Teachers will maintain a data folder with assessment analysis and student progress monitoring data.	Academic Support Program	08/05/2015	05/13/2016	\$0 - No Funding Required	Teachers

Activity - Collaboration time to analyze data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams of regular, special education and RTI teachers will meet before, during and after units of study, utilizing the data team process, to analyze student achievement and determine intervention steps	Academic Support Program	08/05/2015	06/30/2016	\$0 - No Funding Required	Administration Teachers

# **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?**

Bruce Voth (Principal)

Joey Jones (SBDM Teacher)

Erin Quinn (SBDM Teacher)

Lynda Sweeney (SBDM Teacher)

Penny Withers (SBDM Parent)

Amanda Brown (SBDM Parent)

## Relationship Building

Overall Rating: 2.71

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

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

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

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

**Communications**

Overall Rating: 2.57

	<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.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient



**Decision Making**

Overall Rating: 2.29

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

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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: 2.0

	<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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	<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: 1.83

	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.	Some student work of various levels is exhibited in the classroom.	Novice

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 2.0

	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.	After school programs are offered to some students.	Novice

	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 make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

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

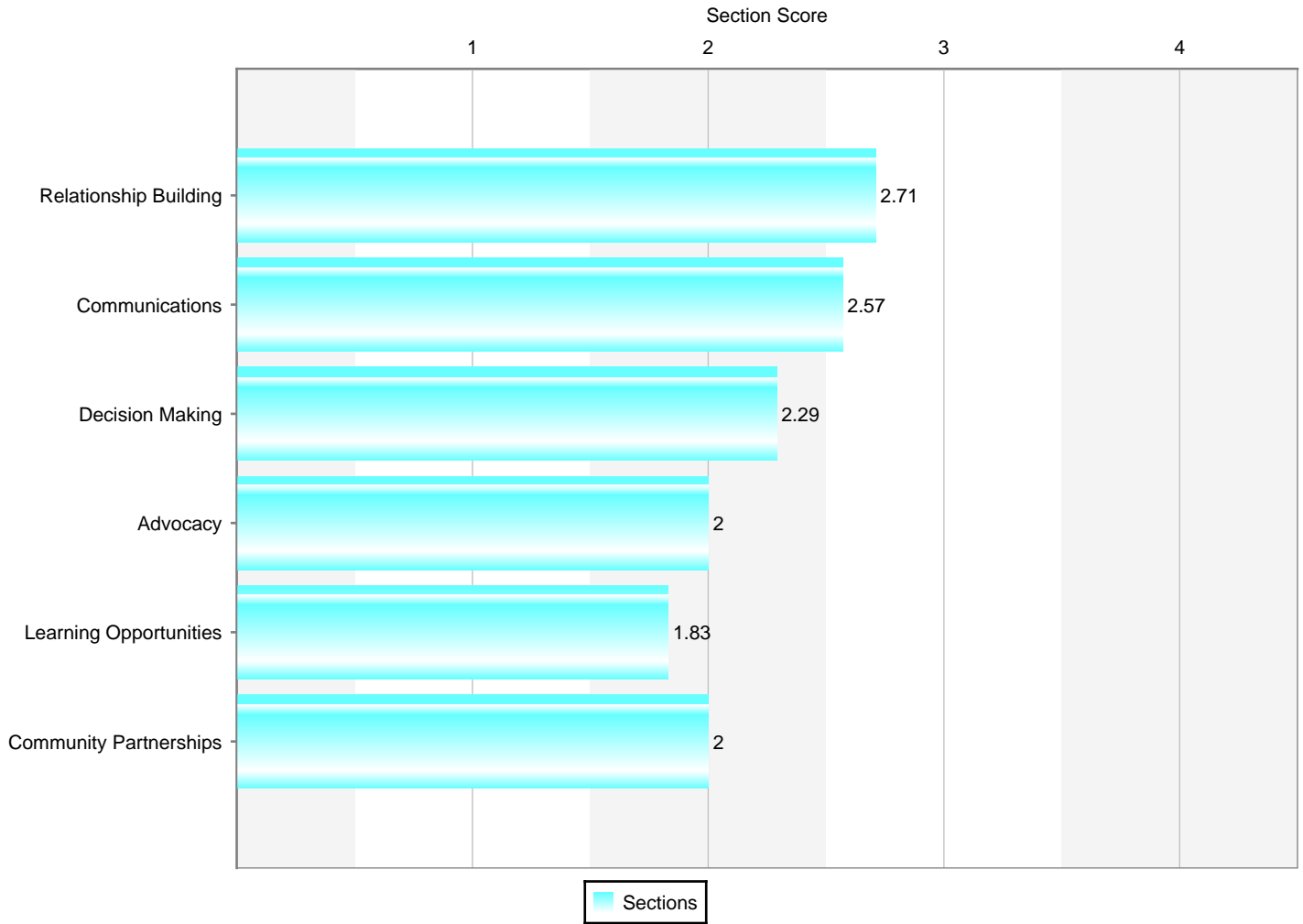
## **Reflection**

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

This type of reflection is good for all stakeholders. The level of discussion generated by these responses was eye opening. We clearly have a great deal of work communicating and involving parents and community members in the education of our students.

## 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.**

The SBDM Planning and Professional Development Committee was provided the 15-16 CSIP, Faculty & Staff Surveys and Parent Surveys to analyze. The committee made revisions based on this data.

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

Teachers were directly allowed to provide input for the school improvement plan. Parent representatives from the SBDM or parents who voluntarily attended SBDM meetings were informed about the improvement plan and could take part in providing input for this plan.

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

The Improvement Plan is made available to any stakeholder that would like a copy via the school website. A copy of the school improvement plan is placed in the teacher workroom as well as on the parent information board in the school building.

# **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?**

When looking at state assessment data, teachers and administrators determine how many students scored proficient or distinguished and in what areas. State assessment data does not provide information on specific sub skills within content areas. When looking at STAR Reading, Math & Literacy assessments and various classroom assessment data, teachers and students are looking to see areas of strengths, weaknesses and next steps. Various assessment data is used when goal setting with students, looking at specific areas and further breaking it down by sub skills.

Administrative staff and teachers are looking at the congruence of classroom assessment results and state assessment results to determine if we are holding students accountable and accurately communicating learning results to students and families.

Perception surveys have been administered to parents. These results are being analyzed to determine if our family engagement and involvement are contributing to the student learning and attendance.

## **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?**

North Todd Elementary is pleased with parent perception data that indicates that parents feel that the school is a safe place for students to learn. The school staff is perceived to have a genuine caring nature for the students and their well-being. Over-all, parents scored the school 4 out of 5.

Faculty and staff survey also rates the school 4 out of 5. Teachers are here to serve the students and help them learn and grow.

We are focusing on developing a Growth Mindset for students and staff alike. Students need to have an accurate understanding of where they are in the learning process and an understanding that the opportunities for them are within reach if they are willing to learn and grow.

## **Opportunities for Improvement**

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

Increase opportunities for family involvement - increase awareness of opportunities currently in place as well as create additional opportunities for parents to learn how they can support student learning.

Increase communication between school and home - develop guidelines and standards for classroom and school-wide newsletters.

Updated instructional materials - purchase enVision math curriculum K-5. Survey inventory of classroom libraries and provide additional funding for classrooms that need additional selections.

Improved daily communication concerning academics and behavior - study the feasibility of creating grade level student planner/agenda books that are published quarterly. Teach/model appropriate time management/scheduling for student.

## **Conclusion**

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

The following committees will be meeting to address each issue:

Increase opportunities for family involvement - School Culture and Resources Committee

Increase communication between school and home - Curriculum Committee

Updated instructional materials - Textbook Committee

Improved daily communication concerning academics and behavior - Curriculum Committee



# **Comprehensive School Improvement Plan 16-17**

## **Overview**

### **Plan Name**

Comprehensive School Improvement Plan 16-17

### **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	Proficiency Goal - Increase the average combined Reading and Math KPREP scores for elementary students from 39% in 2016 to 79.6% in 2019.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
2	Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.8% to 68.7% in 2019 as measured by KPREP assessment data.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$0
3	Novice Reduction Goal - reduce the percent of novice by 50% in the areas of Reading and Math for identified demographic groups and the non-duplicated gap group by 2020.	Objectives: 2 Strategies: 6 Activities: 10	Academic	\$56760

## Goal 1: Proficiency Goal - Increase the average combined Reading and Math KPREP scores for elementary students from 39% in 2016 to 79.6% in 2019.

### Measurable Objective 1:

demonstrate a proficiency by increasing the average combined Reading and Math Proficient/Distinguished KPREP scores to 53.9% by 05/31/2017 as measured by analysis of 16-17 KPREP scores.

### Strategy 1:

Goal setting - Teachers and students will participate in goal setting for students' learning.

Category: Stakeholder Engagement

Activity - Goal Setting Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with students after each STAR assessment to set formal goals with students in the areas of reading and math. The teacher and students will use visual monitoring tools during the conference	Academic Support Program	09/01/2016	05/26/2017	\$0	No Funding Required	Administration Classroom teachers

### Strategy 2:

Core Math Practices - Training and collaboration regarding the math practices will increase the rigor of instruction.

Category:

Activity - Math Practices training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive support and training on the eight core math practices and how to rigorously implement them in the classroom.	Academic Support Program	01/05/2015	05/24/2017	\$0	No Funding Required	Administration Teachers GRREC Math Consultant

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support for all teachers of mathematics. Dr. Eula Monroe will be working with teachers providing support for instructional strategies and pedagogical practices to increase teacher effectiveness.	Academic Support Program	10/07/2016	03/31/2017	\$0	No Funding Required	Administration Teachers

### Strategy 3:

Professional Learning Communities - Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.

Category: Professional Learning & Support

## Comprehensive School Improvement Plan

North Todd Elementary School

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.	Professional Learning	08/10/2016	05/22/2019	\$0	No Funding Required	Assistant Principal and teachers

## Goal 2: Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.8% to 68.7% in 2019 as measured by KPREP assessment data.

### Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math proficiency ratings in the non-duplicated gap group from 31.8% to 55.1% by 05/31/2017 as measured by KPREP state assessment results.

### Strategy 1:

Assessment Data Analysis - All certified teachers will be involved in data analysis of class/school assessments.

Category: Continuous Improvement

Activity - Collaboration time to analyze data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams of regular, special education and RTI teachers will meet before, during and after units of study, utilizing the data team process, to analyze student achievement and determine intervention steps	Academic Support Program	08/05/2015	05/24/2017	\$0	No Funding Required	Administration Teachers

Activity - Flexible grouping of students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize data analysis to flexibly group students based upon areas of need for specialized instruction.	Academic Support Program	08/05/2015	05/24/2017	\$0	No Funding Required	Teachers

Activity - Student data folder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level PLC/Teachers will maintain a data folder with assessment analysis and student progress monitoring data.	Academic Support Program	08/05/2015	05/24/2017	\$0	No Funding Required	Teachers

### Strategy 2:

Professional Learning Communities - Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.

# Comprehensive School Improvement Plan

North Todd Elementary School

## Category: Professional Learning & Support

Activity - Examine student data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.	Academic Support Program	12/01/2014	05/24/2017	\$0	No Funding Required	Assistant Principal and Teachers
Activity - Individual student plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of PLCs will work together to create individual student plans for gap students that display significant weaknesses and develop plans to address those skills.	Academic Support Program	01/02/2017	05/23/2018	\$0	No Funding Required	Assistant Principal, Classroom Teachers, RTI Teachers, Special Education Teachers

### Strategy 3:

Response to Intervention - Continued development of school-wide RTI will help to improve student progress.

## Category: Learning Systems

Activity - Continued development of current RTI framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop the school intervention team that looks at academic and behavioral data for the school. The team will meet three times yearly, or as needed, to develop a plan for Tier 2 and Tier 3 students, monitor data and make adjustments according to student needs.	Academic Support Program	01/07/2013	05/23/2018	\$0	No Funding Required	Administration District RTI representative Teachers
Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative and special education teachers will continue to meet in weekly planning meetings to discuss collaborative student needs.	Academic Support Program	12/01/2014	05/23/2018	\$0	No Funding Required	Teachers
Activity - RTI scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will create and protect a scheduled RTI time for Reading, Math and Writing to allow for grouping based on skills between all classes in that grade level.	Direct Instruction	12/01/2014	05/23/2018	\$0	No Funding Required	Teachers Administration

## **Goal 3: Novice Reduction Goal - reduce the percent of novice by 50% in the areas of Reading and Math for identified demographic groups and the non-duplicated gap group by 2020.**

### **Measurable Objective 1:**

A 14% increase of Economically Disadvantaged and Students with Disabilities students will increase student growth from novice to apprentice or higher in Reading by 05/31/2017 as measured by a reduction of students scoring novice in reading from 30.7% to 16.9%.

### **Strategy 1:**

Literacy training - Lexile Training for Staff and Students

Category:

Activity - Parent Literacy Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular communication concerning students' work with the Common Core Standards will be sent home. Materials can include individualized student information as well as general information.	Parent Involvement	01/02/2017	05/23/2018	\$500	School Council Funds	Administration Classroom teachers RTI Teachers

Activity - Kindergarten Readiness Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will be given the Brigance Screener within 30 days of entering kindergarten. This data will be used to determine students progression of skills to be taught.	Academic Support Program	08/19/2013	08/31/2017	\$0	No Funding Required	Kindergarten teachers

### **Strategy 2:**

Professional Learning Communities - Grade-level teams will meet with the Principal on a weekly basis to analyze student performance data and develop strategies to increase student success.

Category: Professional Learning & Support

Activity - Curricula Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discover the available resources of the Journeys reading curriculum and develop a list of questions to be addressed at a formal training provided by Houghton Mifflin Harcourt.	Professional Learning	11/23/2015	05/24/2017	\$0	No Funding Required	Teachers and Principal

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teams will analyze unit assessments (pre, mid & post) for rigor and standard congruency.	Academic Support Program	08/05/2015	05/24/2017	\$0	No Funding Required	Grade-level teachers

## Comprehensive School Improvement Plan

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Activity - Assessment Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 2-5 will utilize Grade Cam to administer unit assessments when appropriate to collect and analyze assessment data	Academic Support Program	01/05/2016	05/24/2017	\$1000	School Council Funds	Teachers

### Measurable Objective 2:

A 10% increase of Economically Disadvantaged and Students with Disabilities students will increase student growth from novice to apprentice or higher in Mathematics by 05/24/2017 as measured by a reduction of students scoring novice in Math from 28.6% to 19.7%.

### Strategy 1:

PLC Structure - Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.

Category: Professional Learning & Support

Activity - student data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular PLC meetings will be held to utilize the data team process to assist in identify gap areas and student weaknesses and identifying appropriate targeted interventions for these students and areas.	Academic Support Program	08/10/2015	05/24/2017	\$0	No Funding Required	Teachers Administrators

### Strategy 2:

Core Math Practices - Training and collaboration regarding the math practices will be provided to increase the rigor of instruction.

Category: Learning Systems

Activity - Math Practices Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive support and further training on the eight core math practices and how to rigorously implement them in the classroom.	Academic Support Program	01/05/2016	05/24/2017	\$0	No Funding Required	Administration GRREC Math Consultant Dr. Eula Monroe, Volunteer Mathematics Consultant

Activity - PLC data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common collaboration time will be provided for the analysis of lessons and assessments, looking specifically at the eight core math practices.	Academic Support Program	01/04/2016	01/02/2017	\$0	No Funding Required	Administration Teachers

### Strategy 3:

Mathematics Achievement Fund Grant - Mathematics Achievement Fund Grant has been written and awarded to provide a full-time Math RTI teacher and build a strong



## Comprehensive School Improvement Plan

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team of Math teachers over the course of the next four years.

Our school has chosen the research-based mathematics intervention program, Add+VantageMR (AVMR), from the grant approved program list. We chose this program because it provides research-based professional development, the assessments will help drive instruction and it will provide continuous progress monitoring which goes along with our RTI model. The content addressed in the AVMR program is as follows: Number Words and Numerals, Structuring Number, Addition and Subtraction, Place Value, and Multiplication and Division.

Category: Continuous Improvement

Activity - Math RTI Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ a full-time Math RTI teacher and build a strong team of Math teachers over the course of the next four years.	Academic Support Program	07/01/2017	06/30/2022	\$50000	Math Achievement Fund	Math RTI Teacher Administration

### Strategy 4:

Purchase Mathematics Curriculum - The textbook committee has reviewed available math textbooks and has selected enVisions Math. Training on the use of this new curriculum will take place in February 2017.

Category: Learning Systems

Activity - enVisions Math training and implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and implementation of math curriculum	Professional Learning, Academic Support Program	02/01/2017	05/23/2018	\$5260	Text Books	Assistant Principal and Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Data Analysis	Teachers in grades 2-5 will utilize Grade Cam to administer unit assessments when appropriate to collect and analyze assessment data	Academic Support Program	01/05/2016	05/24/2017	\$1000	Teachers
Parent Literacy Communication	Regular communication concerning students' work with the Common Core Standards will be sent home. Materials can include individualized student information as well as general information.	Parent Involvement	01/02/2017	05/23/2018	\$500	Administration Classroom teachers RTI Teachers
<b>Total</b>					\$1500	

### Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math RTI Teacher	Employ a full-time Math RTI teacher and build a strong team of Math teachers over the course of the next four years.	Academic Support Program	07/01/2017	06/30/2022	\$50000	Math RTI Teacher Administration
<b>Total</b>					\$50000	

### Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
enVisions Math training and implementation	Professional development and implementation of math curriculum	Professional Learning, Academic Support Program	02/01/2017	05/23/2018	\$5260	Assistant Principal and Teachers
<b>Total</b>					\$5260	

### 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

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Collaborative Planning	Collaborative and special education teachers will continue to meet in weekly planning meetings to discuss collaborative student needs.	Academic Support Program	12/01/2014	05/23/2018	\$0	Teachers
Math Practices training	Teachers will continue to receive support and training on the eight core math practices and how to rigorously implement them in the classroom.	Academic Support Program	01/05/2015	05/24/2017	\$0	Administration Teachers GREC Math Consultant
RTI scheduling	Each grade level will create and protect a scheduled RTI time for Reading, Math and Writing to allow for grouping based on skills between all classes in that grade level.	Direct Instruction	12/01/2014	05/23/2018	\$0	Teachers Administration
Curricula Analysis	Teachers will discover the available resources of the Journeys reading curriculum and develop a list of questions to be addressed at a formal training provided by Houghton Mifflin Harcourt.	Professional Learning	11/23/2015	05/24/2017	\$0	Teachers and Principal
Assessment Analysis	Grade-level teams will analyze unit assessments (pre, mid & post) for rigor and standard congruency.	Academic Support Program	08/05/2015	05/24/2017	\$0	Grade-level teachers
Goal Setting Meetings	Teachers will meet with students after each STAR assessment to set formal goals with students in the areas of reading and math. The teacher and students will use visual monitoring tools during the conference	Academic Support Program	09/01/2016	05/26/2017	\$0	Administration Classroom teachers
student data analysis	Regular PLC meetings will be held to utilize the data team process to assist in identify gap areas and student weaknesses and identifying appropriate targeted interventions for these students and areas.	Academic Support Program	08/10/2015	05/24/2017	\$0	Teachers Administrators
Continued development of current RTI framework	Continue to develop the school intervention team that looks at academic and behavioral data for the school. The team will meet three times yearly, or as needed, to develop a plan for Tier 2 and Tier 3 students, monitor data and make adjustments according to student needs.	Academic Support Program	01/07/2013	05/23/2018	\$0	Administration District RTI representative Teachers
Examine student data	Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.	Academic Support Program	12/01/2014	05/24/2017	\$0	Assistant Principal and Teachers
Flexible grouping of students	Teachers will utilize data analysis to flexibly group students based upon areas of need for specialized instruction.	Academic Support Program	08/05/2015	05/24/2017	\$0	Teachers
Collaboration time to analyze data	Teams of regular, special education and RTI teachers will meet before, during and after units of study, utilizing the data team process, to analyze student achievement and determine intervention steps	Academic Support Program	08/05/2015	05/24/2017	\$0	Administration Teachers
PLC meetings	Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.	Professional Learning	08/10/2016	05/22/2019	\$0	Assistant Principal and teachers
PLC data analysis	Common collaboration time will be provided for the analysis of lessons and assessments, looking specifically at the eight core math practices.	Academic Support Program	01/04/2016	01/02/2017	\$0	Administration Teachers

## Comprehensive School Improvement Plan

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Individual student plans	Members of PLCs will work together to create individual student plans for gap students that display significant weaknesses and develop plans to address those skills.	Academic Support Program	01/02/2017	05/23/2018	\$0	Assistant Principal, Classroom Teachers, RTI Teachers, Special Education Teachers
Collaboration	Instructional support for all teachers of mathematics. Dr. Eula Monroe will be working with teachers providing support for instructional strategies and pedagogical practices to increase teacher effectiveness.	Academic Support Program	10/07/2016	03/31/2017	\$0	Administration Teachers
Math Practices Training	Teachers will continue to receive support and further training on the eight core math practices and how to rigorously implement them in the classroom.	Academic Support Program	01/05/2016	05/24/2017	\$0	Administration GRREC Math Consultant Dr. Eula Monroe, Volunteer Mathematics Consultant
Kindergarten Readiness Screening	Kindergarten students will be given the Brigance Screener within 30 days of entering kindergarten. This data will be used to determine students progression of skills to be taught.	Academic Support Program	08/19/2013	08/31/2017	\$0	Kindergarten teachers
Student data folder	Grade-level PLC/Teachers will maintain a data folder with assessment analysis and student progress monitoring data.	Academic Support Program	08/05/2015	05/24/2017	\$0	Teachers
<b>Total</b>					\$0	

## **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

North Todd Elementary School

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

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

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

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

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

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

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

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



# Comprehensive School Improvement Plan

North Todd 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.	Yes		

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

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

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

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

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

# Comprehensive School Improvement Plan

North Todd Elementary School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

North Todd Elementary School

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

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

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

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

N/A (this question does not apply)

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

**Goal 1:**

Proficiency Goal - Increase the average combined Reading and Math KPREP scores for elementary students from 39% in 2016 to 79.6% in 2019.

**Measurable Objective 1:**

demonstrate a proficiency by increasing the average combined Reading and Math Proficient/Distinguished KPREP scores to 53.9% by 05/31/2017 as measured by analysis of 16-17 KPREP scores.

**Strategy1:**

Core Math Practices - Training and collaboration regarding the math practices will increase the rigor of instruction.

Category:

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional support for all teachers of mathematics. Dr. Eula Monroe will be working with teachers providing support for instructional strategies and pedagogical practices to increase teacher effectiveness.	Academic Support Program	10/07/2016	03/31/2017	\$0 - No Funding Required	Administration Teachers

Activity - Math Practices training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive support and training on the eight core math practices and how to rigorously implement them in the classroom.	Academic Support Program	01/05/2015	05/24/2017	\$0 - No Funding Required	Administration Teachers GRREC Math Consultant

**Strategy2:**

Professional Learning Communities - Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.

Category: Professional Learning & Support

Research Cited:

# Comprehensive School Improvement Plan

North Todd Elementary School

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.	Professional Learning	08/10/2016	05/22/2019	\$0 - No Funding Required	Assistant Principal and teachers

### Strategy3:

Goal setting - Teachers and students will participate in goal setting for students' learning.

Category: Stakeholder Engagement

Research Cited:

Activity - Goal Setting Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with students after each STAR assessment to set formal goals with students in the areas of reading and math. The teacher and students will use visual monitoring tools during the conference	Academic Support Program	09/01/2016	05/26/2017	\$0 - No Funding Required	Administration Classroom teachers

### Strategy4:

Text Complexity - Training on text complexity and use of text of varied complexity will be utilized to challenge students at their level.

Category: Learning Systems

Research Cited:

Activity - Monitor student independent reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Track student independent reading and reading comprehension using Accelerated Reading program.	Academic Support Program	11/01/2016	05/26/2017	\$0 - District Funding	Administration and Teachers

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

### Goal 1:

All preschool students who are age eligible to attend Kindergarten will participate in transition activities.

### Measurable Objective 1:

collaborate to to ease the transition from Early Childhood classes to Kindergarten by 05/06/2016 as measured by number of times a student visits a kindergarten classroom as documented by preschool and kindergarten teacher..

### Strategy1:

Transition Visits - Preschool teachers will take preschool students to the kindergarten classrooms.

Category: Early Learning

# Comprehensive School Improvement Plan

North Todd Elementary School

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened using the K-Brigance screener at the beginning of each school year.	Other	08/05/2015	08/31/2017	\$500 - Title I Part A	Kindergarten Teachers and Administration

Activity - Kindergarten Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students who will be entering Kindergarten the following school year will visit a kindergarten classroom to participate in activities.	Other	01/04/2016	05/24/2017	\$0 - No Funding Required	Preschool and Kindergarten Teachers

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

## Goal 1:

All preschool students who are age eligible to attend Kindergarten will participate in transition activities.

## Measurable Objective 1:

collaborate to ease the transition from Early Childhood classes to Kindergarten by 05/06/2016 as measured by number of times a student visits a kindergarten classroom as documented by preschool and kindergarten teacher..

## Strategy1:

Transition Visits - Preschool teachers will take preschool students to the kindergarten classrooms.

Category: Early Learning

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened using the K-Brigance screener at the beginning of each school year.	Other	08/05/2015	08/31/2017	\$500 - Title I Part A	Kindergarten Teachers and Administration

Activity - Kindergarten Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students who will be entering Kindergarten the following school year will visit a kindergarten classroom to participate in activities.	Other	01/04/2016	05/24/2017	\$0 - No Funding Required	Preschool and Kindergarten Teachers



# Comprehensive School Improvement Plan

North Todd Elementary School

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

## Goal 1:

Proficiency Goal - Increase the average combined Reading and Math KPREP scores for elementary students from 39% in 2016 to 79.6% in 2019.

## Measurable Objective 1:

demonstrate a proficiency by increasing the average combined Reading and Math Proficient/Distinguished KPREP scores to 53.9% by 05/31/2017 as measured by analysis of 16-17 KPREP scores.

## Strategy1:

Text Complexity - Training on text complexity and use of text of varied complexity will be utilized to challenge students at their level.

Category: Learning Systems

Research Cited:

Activity - Monitor student independent reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Track student independent reading and reading comprehension using Accelerated Reading program.	Academic Support Program	11/01/2016	05/26/2017	\$0 - District Funding	Administration and Teachers

## Strategy2:

Goal setting - Teachers and students will participate in goal setting for students' learning.

Category: Stakeholder Engagement

Research Cited:

Activity - Goal Setting Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with students after each STAR assessment to set formal goals with students in the areas of reading and math. The teacher and students will use visual monitoring tools during the conference	Academic Support Program	09/01/2016	05/26/2017	\$0 - No Funding Required	Administration Classroom teachers

## Strategy3:

Professional Learning Communities - Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.

Category: Professional Learning & Support

Research Cited:

# Comprehensive School Improvement Plan

North Todd Elementary School

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.	Professional Learning	08/10/2016	05/22/2019	\$0 - No Funding Required	Assistant Principal and teachers

#### Strategy4:

Core Math Practices - Training and collaboration regarding the math practices will increase the rigor of instruction.

Category:

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional support for all teachers of mathematics. Dr. Eula Monroe will be working with teachers providing support for instructional strategies and pedagogical practices to increase teacher effectiveness.	Academic Support Program	10/07/2016	03/31/2017	\$0 - No Funding Required	Administration Teachers

Activity - Math Practices training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive support and training on the eight core math practices and how to rigorously implement them in the classroom.	Academic Support Program	01/05/2015	05/24/2017	\$0 - No Funding Required	Administration Teachers GRREC Math Consultant

The school identified specific strategies to address subgroup achievement gaps.

#### Goal 1:

Gap Goal - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.8% to 68.7% in 2019 as measured by KPREP assessment data.

#### Measurable Objective 1:

demonstrate a proficiency by increasing the average combined reading and math proficiency ratings in the non-duplicated gap group from 31.8% to 55.1% by 05/31/2017 as measured by KPREP state assessment results.

#### Strategy1:

Response to Intervention - Continued development of school-wide RTI will help to improve student progress.

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

North Todd Elementary School

Activity - RTI scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will create and protect a scheduled RTI time for Reading, Math and Writing to allow for grouping based on skills between all classes in that grade level.	Direct Instruction	12/01/2014	05/23/2018	\$0 - No Funding Required	Teachers Administration

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative and special education teachers will continue to meet in weekly planning meetings to discuss collaborative student needs.	Academic Support Program	12/01/2014	05/23/2018	\$0 - No Funding Required	Teachers

Activity - Continued development of current RTI framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop the school intervention team that looks at academic and behavioral data for the school. The team will meet three times yearly, or as needed, to develop a plan for Tier 2 and Tier 3 students, monitor data and make adjustments according to student needs.	Academic Support Program	01/07/2013	05/23/2018	\$0 - No Funding Required	Administration District RTI representative Teachers

## Strategy2:

Professional Learning Communities - Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.

Category: Professional Learning & Support

Research Cited:

Activity - Individual student plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of PLCs will work together to create individual student plans for gap students that display significant weaknesses and develop plans to address those skills.	Academic Support Program	01/02/2017	05/23/2018	\$0 - No Funding Required	Assistant Principal, Classroom Teachers, RTI Teachers, Special Education Teachers

Activity - Examine student data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet weekly with the Assistant Principal to review student assessment data, summative assessment items, and curriculum and assessment congruency.	Academic Support Program	12/01/2014	05/24/2017	\$0 - No Funding Required	Assistant Principal and Teachers

## Strategy3:

Assessment Data Analysis - All certified teachers will be involved in data analysis of class/school assessments.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

North Todd Elementary School

Activity - Collaboration time to analyze data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams of regular, special education and RTI teachers will meet before, during and after units of study, utilizing the data team process, to analyze student achievement and determine intervention steps	Academic Support Program	08/05/2015	05/24/2017	\$0 - No Funding Required	Administration Teachers

Activity - Flexible grouping of students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize data analysis to flexibly group students based upon areas of need for specialized instruction.	Academic Support Program	08/05/2015	05/24/2017	\$0 - No Funding Required	Teachers

Activity - Student data folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-level PLC/Teachers will maintain a data folder with assessment analysis and student progress monitoring data.	Academic Support Program	08/05/2015	05/24/2017	\$0 - No Funding Required	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:

Program Review - All students will become proficient in the areas of Arts & Humanities, Practical Living and Writing

## Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency with communication skills in Writing by 05/16/2014 as measured by various formative and summative writing tasks.

## Strategy1:

Professional Learning Communities - PLC's will be regularly utilized to improve teaching and learning in the area of writing.

Category: Professional Learning & Support

# Comprehensive School Improvement Plan

North Todd Elementary School

Research Cited:

Activity - Examine student data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs of regular and special education teachers will regular meet to examine student writing pieces to determine strengths, weaknesses and next steps for students with writing pieces.	Academic Support Program	03/02/2015	05/24/2017	\$0 - No Funding Required	teachers, administration

## Measurable Objective 2:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on skills and performance assessments in Art & Humanities by 05/22/2015 as measured by Program Review documentation.

## Strategy1:

Curriculum Mapping - Teachers will follow a curriculum map to determine which Arts & Humanities and Practical Living skills are taught in the regular classroom and which ones are covered by the Integrated Arts teachers.

Category: Learning Systems

Research Cited:

Activity - PLC meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will utilize Arts & Humanities and Practical Living Curriculum maps to integrate these areas into Reading and Math in the classroom.	Academic Support Program	12/01/2014	05/24/2017	\$0 - No Funding Required	teachers administration

## Measurable Objective 3:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on skills and performance assessments in Practical Living by 05/16/2014 as measured by Program Review documentation.

## Strategy1:

Curriculum Mapping - Teachers will follow a curriculum map to determine which Arts & Humanities and Practical Living skills are taught in the regular classroom and which ones are covered by the Integrated Arts teachers.

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

North Todd Elementary School

Activity - PLC meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will utilize Arts & Humanities and Practical Living Curriculum maps to integrate these areas into Reading and Math in the classroom.	Academic Support Program	12/01/2014	05/24/2017	\$0 - No Funding Required	teachers administration

# **Executive Summary**

## **Introduction**

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

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



## **Description of the School**

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

North Todd Elementary School is one of two elementary schools in the Todd County area, servicing preschool through 5th grade students. These two schools feed to one middle school and then one high school. North Todd is located about 8 miles from the county seat of Elkton, KY. The enrollment for North Todd is approximately 400 students. The population of North Todd is over 70% free and reduced, making North Todd a Title I school. The area is rural and many families travel several miles to get to the school and also to get to Elkton. Because of this distance, it is difficult to have many partnerships with businesses and individuals in the community.

## **School's Purpose**

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

Mission Statement: The mission of NTES is to provide all students the opportunity to acquire skills necessary for success. Vision Statement: Our vision at NTES is for all students to become lifelong learners and productive members of society. Commitment Statement: We at NTES are committed to teaching essential skills in a safe and inviting environment.

Goal: The goal at NTES is proficiency for ALL students.

Belief: We at NTES believe:

1. All students can learn at high levels.
2. Communication between school and home is essential for success.
3. High academic, social, and moral achievements of students are expected.
4. Offering an exciting and challenging curriculum will motivate students to learn.
5. An understanding and respect for diversities are crucial to interdependent development.

This year we are attempting to do a more effective job of celebrating the students successes. We celebrate the student successes of the five belief statements on a daily basis through recognizing individual students who receive positive office referrals during Town Meeting. We also celebrate the academic successes by recognizing students on the Principal's List and Honor Roll.

We have also added additional extra curricular offerings for students including:

- Safety Patrol
- Archery
- Running Club
- STLP

## **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.**

Last year North Todd placed a focus on Math. On the 2015-2016 K-PREP Assessment the students maintained score in math and declined in other areas.

Over the next three years we are striving for:

-Proficiency in all areas of Program Review

-Increase the average combined Reading and Math K-PREP to 60% by 2017

-Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 56% by 2017 -

Attendance rate of 96%

## **Additional Information**

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

North Todd is a school that is always seeking opportunities to improve. Our focus will always be on finding new ways or improving what we do to inspire our students to grow and learn.