



Comprehensive School Improvement Plan

Nancy Elementary School
Pulaski County

Michael Gregg, Principal
240 Hwy 196
Nancy, KY 42544

TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

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

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

Phase I - The Missing Piece

Introduction	10
--------------------	----

Stakeholders	11
--------------------	----

Relationship Building	12
-----------------------------	----

Communications	13
----------------------	----

Decision Making	15
-----------------------	----

Advocacy	17
----------------	----

Learning Opportunities	18
------------------------------	----

Community Partnerships	19
------------------------------	----

Reflection	20
------------------	----

Report Summary	21
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	23
--------------------	----

Improvement Planning Process	24
------------------------------------	----

Phase I - Needs Assessment

Introduction 26

Data Analysis 27

Areas of Strengths 28

Opportunities for Improvement 29

Conclusion 30

Nancy Elementary 2016-17 CSIP

Overview 32

Goals Summary 33

 Goal 1: 2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency score from 59.7% to 71.3% by 2017. 34

 Goal 2: 2016-2017 GAP- Increase the average combined reading and math proficiency rates in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017. 35

 Goal 3: 2016-2017 NOVICE REDUCTION- Decrease the number of novice scores by 10% by 2017. 36

 Goal 4: 2016-2017 SCHOOL AND COMMUNITY COLLABORATION- The school will work with all stakeholders to remove barriers to learning in an effort to meet the needs of students. 36

 Goal 5: 2016-17 PROGRAM REVIEW- Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts and Humanities, Practical Living/Career Studies, Writing, Primary K-3, and Global Competency & World Languages. 37

Activity Summary by Funding Source 39

Phase II - KDE Assurances - Schools

Introduction 43

Assurances 44

Phase II - KDE Compliance and Accountability - Schools

Introduction 50

Planning and Accountability Requirements 51

Executive Summary

Introduction 63

Description of the School 64

School's Purpose 65

Notable Achievements and Areas of Improvement 66

Additional Information 67

Introduction

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

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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.

Nancy Elementary is currently rated as a proficient school. Total enrollment is 396 students. 74.5% of students at NES receive free or reduced lunch. Our minority population makes up 3.3% of our total enrollment. NES serves a large population of special education students. Currently 18.9% of our students have been identified as needing special education services. The majority of certified staff members at Nancy Elementary have three years or more of teaching experience. 81.8% of our current staff have earned a Master's Degree. In the 2016-2016 school year only 4.2% of our staff consisted of new or KTIP teachers. Our percentage of teacher turnover was 3.7%. The most recent TELL Kentucky Survey indicates that we have a need to improve workplace conditions within our school. The percentage of teachers who agree that our leadership team fosters effective workplace conditions is 80.5%. This is well below the state and district averages.

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.

Areas of concern exist within our population of free and reduced lunch students who scored novice on the KPREP assessment. The ability to effectively meet the needs of our students with disabilities is a barrier at NES. Our free or reduced lunch students are seeing overall achievement growth. Within that population the students scoring novice within the disability category have increased over time. We have implemented a co-teaching classroom to close the achievement gap for these students and reduce our novice population. This class configuration allows for students to receive more instruction related to their individual goals while allowing them to continue working with grade level content standards. The balance between meeting individual needs and addressing grade level content has presented a challenge for our staff. The rigor of the content and instruction are a consistent concern.

In the coming years a potential barrier at Nancy Elementary could be staff turnover. The staff at Nancy Elementary School largely consists of teachers who have completed a Master's Degree or beyond. Our rate of teacher retention is quite high. Our turnover rate in the 2015-2016 school year was below 4%. These staff members left our building due to staff reductions/budget cuts. Nancy Elementary will see a slight

Comprehensive School Improvement Plan

Nancy Elementary School

increase in teacher turnover in 2017 due to staff retirement. The potential exists for an increase in the percentage of new or KTIP teachers along with these staff changes.

Staff members indicate that several barriers exist within the working conditions category of the TELL Survey. According to the most recent TELL Kentucky Survey only 80.5% of our staff strongly agree or agree that the Leadership Team fosters effective working conditions within our school. This percentage is well below the district average 93% and state average 87.1%. Within this category there are two main areas of concern. 44% of our staff indicated that they did not feel that the atmosphere at Nancy Elementary fosters trust and mutual respect. 50% of our staff said they felt uncomfortable raising issues or concerns that were important to them with the leadership team. These barriers exist due to a lack of communication and team work within the leadership team. For the 2016-2017 school year, changes have been made to the leadership team. There are plans to implement a school-wide leadership team with one representative from each grade level. Having a representative on a school-wide team will allow teachers to voice their concerns in an organized manner. Moving forward we will work to build leaders within our building so that all staff will have a voice within our school.

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

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:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency score from 59.7% to 71.3% by 2017.

Comprehensive School Improvement Plan

Nancy Elementary School

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings from 59.7% to 71.3% by 12/31/2017 as measured by K-PREP.

Strategy1:

Response to Intervention - Develop and implement plans for Tier II and Tier III intervention services for Reading and Math.

Category: Continuous Improvement

Research Cited: KPREP Data

Activity - Tier II and Tier II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified based on universal screening data. Master schedule allows for intervention and enrichment to address student needs. Pullout small group services are provided to targeted populations in reading and math.	Academic Support Program	01/02/2017	12/29/2017	\$5000 - Other	Michael Gregg, Jessica Critz, Teachers

Strategy2:

Learning Services - Student achievement will be increased through the use of research based curriculum and methods.

Category: Learning Systems

Research Cited:

Activity - i-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of the supplemental resources such as I-Ready to enhance our core program and promote student learning.	Academic Support Program Technology	01/02/2017	12/29/2017	\$0 - Other	Michael Gregg, Jessica Critz

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with common planning time for curriculum discussion, alignment and evaluation of standards, and analysis of student data and learning.	Professional Learning	01/02/2017	12/29/2017	\$0 - Other	Jessica Critz, teachers

Activity - Lexia Core5 / Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' abilities.	Technology Academic Support Program	01/02/2017	12/29/2017	\$15000 - Other	Michael Gregg, Jessica Critz

Comprehensive School Improvement Plan

Nancy Elementary School

Activity - Standards-based Instruction and Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All unit assessments will be based on KCAS and will be graded so that student progress towards mastery in each standard is shown (Grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Mr. Gregg, Ms. Critz

Goal 2:

2016-2017 GAP- Increase the average combined reading and math proficiency rates in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017. by 12/29/2017 as measured by 2017 KPREP data.

Strategy1:

Student Engagement Strategies - Teachers will implement Kagan strategies to ensure all students are engaged in learning.

Category: Learning Systems

Research Cited:

Activity - Kagan Content Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be actively engaged in content learning through various Kagan strategies	Academic Support Program	01/02/2017	12/29/2017	\$2000 - Other	Michael Gregg, Jessica Critz, Teachers

Goal 3:

2016-2017 Novice Reduction - Decrease the number of novice scores by 10% by 2017.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring novice on K-PREP in each subcategory by 10% by 12/29/2017 as measured by 2017 K-PREP scores.

Strategy1:

Novice Reduction - Students in grade 4 and 5 will be taught collaboratively by two or more teachers at a time to increase student achievement.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Nancy Elementary School

Activity - Co-Teaching Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching will occur in classrooms including students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level content,	Academic Support Program	01/02/2017	12/29/2017	\$0 - Other	Michael Gregg

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration team and teachers will meet with students to set individual goals and discuss K-PREP performance from prior year.	Academic Support Program	01/02/2017	12/29/2017	\$0 - Other	Michael Gregg, Jessica Critz, Lisa Hall

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?

Michael Gregg, Principal

Jessica Critz, Curriculum Specialist

Relationship Building

Overall Rating: 2.86

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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: 3.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

Comprehensive School Improvement Plan

Nancy Elementary School

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

Decision Making

Overall Rating: 2.57

	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 seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

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

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

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

Comprehensive School Improvement Plan

Nancy Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	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: 3.17

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.0

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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 collaborates with employers to support parent and volunteer participation in students' education.	Proficient

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

While it seems relationships are a strength with parents, it would appear that we are in need of more community building with business partners and other community members. Communication between school staff and parents about academic and individual needs is strong at NES. Parents have access to view their child's grades at any time via Infinite Campus. Classroom contracts are signed at the beginning of the school year, Converge LMS is used to ensure students have access to complete tasks and receive feedback at home, and teachers make regular contact with parents. Parent-teacher conferences are held at minimum once a semester but teachers often schedule additional conferences if necessary.

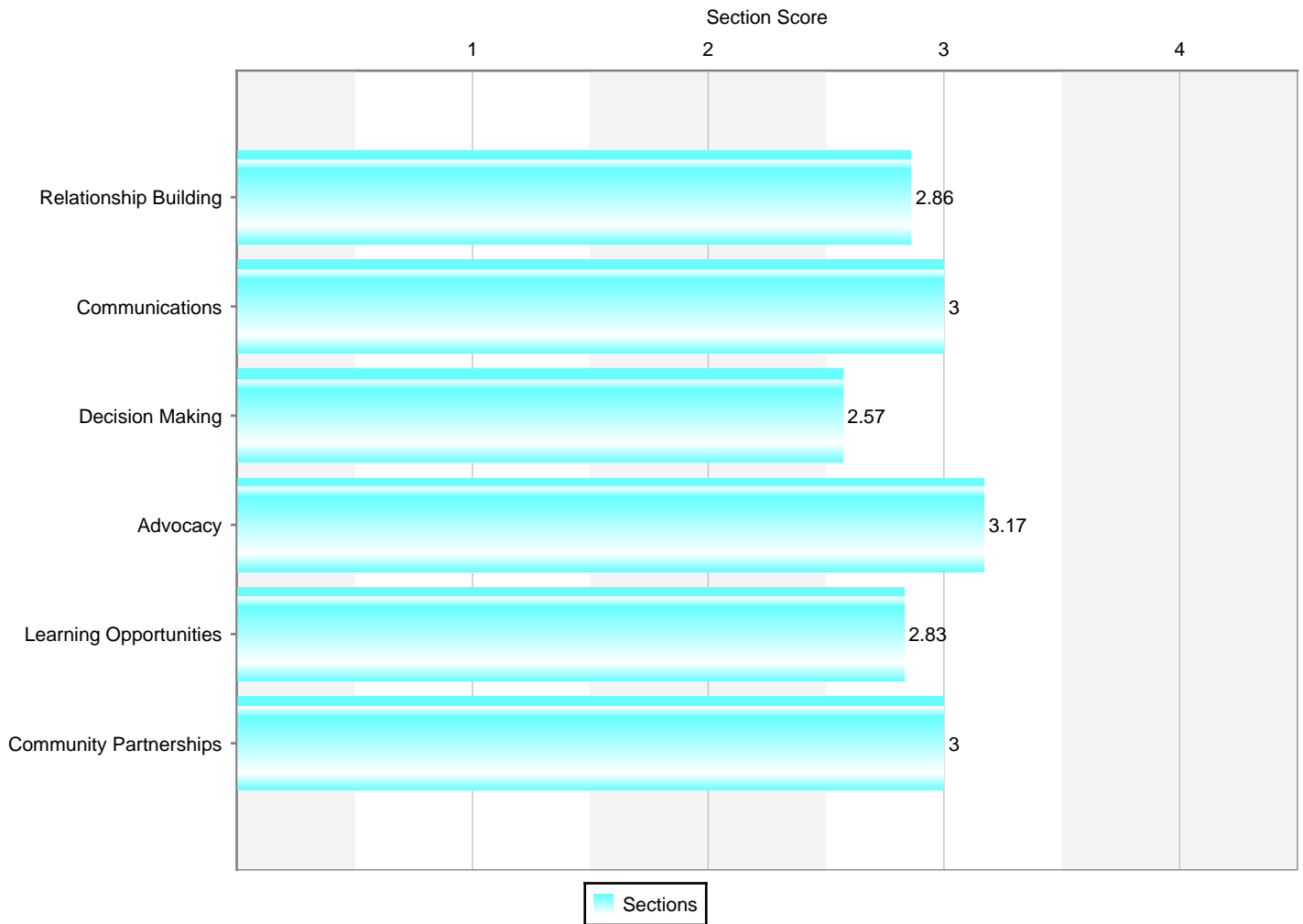
Parents are not active in our school unless their child's progress is involved. We have less than 75% of our parents/guardians who are active participants in surveys, SBDM Elections, and PTO. The lack of interest in our parent organization is an on-going concern. In order to get more parents actively involved in our parent organizations the school will partner with PTO to have activities that combine academics/progress and PTO. Scheduling for PTO events and meetings will become more deliberate to coincide with times when a significant number of parents will already be at NES.

Community Partnerships are a big part of Nancy Elementary. Annually, we partner with various businesses for Career Day. This gives members of our community the opportunity to share career education with our students. Project 5810 is a local organization that has partnered with Nancy Elementary to provide food bags to any student who is in need on a weekly basis. The Project 5810 bags are prepared by various community members each week.

Fostering parent to parent relationships is an area of need in our school. We do an excellent job communicating with parents about their child's needs. What we are lacking is a group of parents to mentor and guide new parents within our school. Parent leaders are present in our school but few opportunities for parents to learn from each other are available.

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.

Teachers, paraprofessionals, and parents are included in the improvement planning process. The CSIP is posted to the school's website. All teachers were involved in the needs assessment process. As portions of the plan were completed, they were shared with stakeholders. Input was considered and taken into account when making revisions. The school followed the calendar set forth by the district for the CSIP.

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

All teachers were involved in the needs assessment process. As portions of the plan were completed, they were shared with stakeholders. Input was taken into account when making revisions.

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

The final improvement plan was communicated to all stakeholders via email as well as published on the school's website. Progress notes were added and reported to the Site Based Decision Making Council frequently.

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?

With the data and information provided to us, we are trying to answer the questions:

Are our students learning?

How is our school doing in the task of educating children?

The data and information provided to us through the school report card tells us that Nancy Elementary students are learning. Our school is doing a good job educating its children. Our 2016 overall score was 70.9 out of 100, securing us a distinction of being a Proficient school.

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?

Noted Areas of strength include Social Studies and Math.

Social Studies had the highest achievement score in 2016. We continued to see great gains in math achievement. 59.6% of our students scored P/D in math. We also had a significant gain in the amount of students who scored Distinguished when compared to 2015 results. Actions taken to sustain our areas of strength include an ongoing knowledge of standards being taught and addressed. Teachers will continue to work diligently to determine the path of instruction based on student need.

We had significant growth in our number of students who scored distinguished on on-demand writing in 2016. 12.1% of our students scored distinguished in comparison to 0% in the previous school year. P/D combined showed great growth as well. In 2015 only 31% of our students scored proficient or distinguished. In 2016 that number rose to 51.8% of students. While we were pleased to see these results we are not satisfied with them. NES has implemented Ready writing curriculum by Curriculum and Associates in grades 2-5 to ensure continued growth in writing.

Opportunities for Improvement

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

Areas for improvement include on-demand writing and novice reduction.

Writing is being emphasized school wide with dedicated instructional time in each grade level. We have adopted a new writing program to ensure that core instruction is being provided in grades 2-5. In grades k-1 teachers have been trained in writing practices and strategies to ensure that meaningful writing instruction is ongoing in our classrooms.

In order to address novice reduction we have implemented a number of strategies within our school. The first of these is individual goal setting and conferencing with students. All students have the opportunity to meet with their teachers and/or an administrator to set academic goals for themselves. Students are also being monitored closely for growth using several measures. For students who are not showing growth we have interventions in place to help these students succeed. We also have a co-teaching classroom in our building to best meet the needs of our students.

Conclusion

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

Next steps to address the areas of concerns are to bring teachers to the knowledge of the standards being taught and assessed through a variety of learning opportunities including professional development trainings and job-embedded learning communities. Equitable time and resources will be used to make the areas of concern a priority for our school.

Nancy Elementary 2016-17 CSIP

Overview

Plan Name

Nancy Elementary 2016-17 CSIP

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	2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency score from 59.7% to 71.3% by 2017.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$30000
2	2016-2017 GAP- Increase the average combined reading and math proficiency rates in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$22000
3	2016-2017 NOVICE REDUCTION- Decrease the number of novice scores by 10% by 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	2016-2017 SCHOOL AND COMMUNITY COLLABORATION- The school will work with all stakeholders to remove barriers to learning in an effort to meet the needs of students.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$9500
5	2016-17 PROGRAM REVIEW- Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts and Humanities, Practical Living/Career Studies, Writing, Primary K-3, and Global Competency & World Languages.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: 2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency score from 59.7% to 71.3% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings from 59.7% to 71.3% by 12/31/2017 as measured by K-PREP.

Strategy 1:

Learning Services - Student achievement will be increased through the use of research based curriculum and methods.

Category: Learning Systems

Activity - Standards-based Instruction and Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All unit assessments will be based on KCAS and will be graded so that student progress towards mastery in each standard is shown (Grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Academic Support Program	01/01/2017	12/31/2017	\$0	General Fund	Mr. Gregg, Ms. Critz
Activity - Lexia Core5 / Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' abilities.	Academic Support Program, Technology	01/02/2017	12/29/2017	\$15000	Other	Michael Gregg, Jessica Critz
Activity - i-Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the use of the supplemental resources such as I-Ready to enhance our core program and promote student learning.	Academic Support Program, Technology	01/02/2017	12/29/2017	\$10000	Other	Michael Gregg, Jessica Critz
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with common planning time for curriculum discussion, alignment and evaluation of standards, and analysis of student data and learning.	Professional Learning	01/02/2017	12/29/2017	\$0	Other	Jessica Critz, teachers
Activity - Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Nancy Elementary School

TEAM mentoring and induction programs are in place for teachers with less than two years experience or new to the district.	Professional Learning	01/02/2017	12/31/2017	\$0	No Funding Required	Amy Polston
---	-----------------------	------------	------------	-----	---------------------	-------------

Strategy 2:

Response to Intervention - Develop and implement plans for Tier II and Tier III intervention services for Reading and Math.

Category: Continuous Improvement

Research Cited: KPREP Data

Activity - Tier II and Tier II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified based on universal screening data. Master schedule allows for intervention and enrichment to address student needs. Pullout small group services are provided to targeted populations in reading and math.	Academic Support Program	01/02/2017	12/29/2017	\$5000	Other	Michael Gregg, Jessica Critz, Teachers

Goal 2: 2016-2017 GAP- Increase the average combined reading and math proficiency rates in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017. by 12/29/2017 as measured by 2017 KPREP data.

Strategy 1:

Learning Service - Student achievement and learning will be increased through the use of research based curriculum and standards.

Category: Continuous Improvement

Activity - Universal Screeners (MAP and AIMSweb)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using AIMSweb, all students K-2 and students identified with a disability will be screened. Screenings will occur in August, January, and March. MAP will be administered in August, December, and March.	Academic Support Program	01/02/2017	12/29/2017	\$20000	Other	Jessica Critz

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Academic Support Program	01/02/2017	12/29/2017	\$0	Other	Jessica Critz

Comprehensive School Improvement Plan

Nancy Elementary School

Strategy 2:

Student Engagement Strategies - Teachers will implement Kagan strategies to ensure all students are engaged in learning.

Category: Learning Systems

Activity - Kagan Content Engagement Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be actively engaged in content learning through various Kagan strategies	Academic Support Program	01/02/2017	12/29/2017	\$2000	Other	Michael Gregg, Jessica Critz, Teachers

Goal 3: 2016-2017 NOVICE REDUCTION- Decrease the number of novice scores by 10% by 2017.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring novice on K-PREP in each subcategory by 10% by 12/29/2017 as measured by 2017 K-PREP scores.

Strategy 1:

Novice Reduction - Students in grade 4 and 5 will be taught collaboratively by two or more teachers at a time to increase student achievement.

Category: Learning Systems

Activity - Co-Teaching Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will occur in classrooms including students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level content,	Academic Support Program	01/02/2017	12/29/2017	\$0	Other	Michael Gregg

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration team and teachers will meet with students to set individual goals and discuss K-PREP performance from prior year.	Academic Support Program	01/02/2017	12/29/2017	\$0	Other	Michael Gregg, Jessica Critz, Lisa Hall

Goal 4: 2016-2017 SCHOOL AND COMMUNITY COLLABORATION- The school will work with all stakeholders to remove barriers to learning in an effort to meet the needs of students.

Measurable Objective 1:

collaborate to support a communication plan with all stakeholders. by 12/29/2017 as measured by parent surveys.

Comprehensive School Improvement Plan

Nancy Elementary School

Strategy 1:

Attendance at School Events/Assemblies - Provide opportunities for increased community/parent involvement and attendance at school events,

Category: Stakeholder Engagement

Activity - Attenance at School Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for increased parent/community involvement and attendance at school events such as: open house, parent teacher conferences, Fall Festival, Career Day, EGAT days, PTO, National breakfast and school lunch weeks, family nights, back to school extravaganza, and various assemblies.	Parent Involvement	01/02/2017	12/29/2017	\$3000	Other	Michael Gregg, Tamsen Ryan, Lisa Hall

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized for outstanding academic achievement, perfect attendance, and character at assemblies throughout the school year. This includes a K-PREP medal ceremony and an awards ceremony at the conclusion of the school year.	Parent Involvement	01/02/2017	12/29/2017	\$4000	Other	Michael Gregg, Lisa Hall, Jessica Critz, Tamsen Ryan

Strategy 2:

Parent Contact - Parents will receive event information through social media, one call system, newsletters, calendars, and the NES webpage.

Category: Stakeholder Engagement

Activity - Event Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The community at large will receive updates and information as to the events taking place at NES through the local newspaper. Staff will submit photos and announcements to the school PR contact.	Parent Involvement	01/02/2017	12/29/2017	\$500	Other	Michael Gregg, Tamsen Ryan, Lisa Hall

Activity - Bragging Dragon Postcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will send the required minimum (2 per month) of Bragging Dragon postcards via mail. Postcards will increase student recognition and parent communication.	Other	01/02/2017	12/29/2017	\$2000	Other	Michael Gregg, Teachers

Goal 5: 2016-17 PROGRAM REVIEW- Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts and Humanities, Practical Living/Career Studies, Writing,

Primary K-3, and Global Competency & World Languages.

Measurable Objective 1:

collaborate to build proficiency in all areas of Program Review. by 05/15/2017 as measured by KDE Program Review Rubrics..

Strategy 1:

Monitor Program Review Areas - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle 1 Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by SBDM.	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Michael Gregg, Jessica Critz
Activity - District External Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will participate in an external review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process	01/01/2017	12/31/2017	\$0	Other	Michael Gregg, Jessica Critz, District CSIP Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PR Cycle I & II Reports	The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle 1 Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by SBDM.	Policy and Process	01/01/2017	12/31/2017	\$0	Michael Gregg, Jessica Critz
Team	TEAM mentoring and induction programs are in place for teachers with less than two years experience or new to the district.	Professional Learning	01/02/2017	12/31/2017	\$0	Amy Polston
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier II and Tier II	Students will be identified based on universal screening data. Master schedule allows for intervention and enrichment to address student needs. Pullout small group services are provided to targeted populations in reading and math.	Academic Support Program	01/02/2017	12/29/2017	\$5000	Michael Gregg, Jessica Critz, Teachers
Goal Setting	Administration team and teachers will meet with students to set individual goals and discuss K-PREP performance from prior year.	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Gregg, Jessica Critz, Lisa Hall
Bragging Dragon Postcards	All teachers will send the required minimum (2 per month) of Bragging Dragon postcards via mail. Postcards will increase student recognition and parent communication.	Other	01/02/2017	12/29/2017	\$2000	Michael Gregg, Teachers
Lexia Core5 / Reading Plus	All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' abilities.	Academic Support Program, Technology	01/02/2017	12/29/2017	\$15000	Michael Gregg, Jessica Critz
Professional Learning Communities	Teachers will be provided with common planning time for curriculum discussion, alignment and evaluation of standards, and analysis of student data and learning.	Professional Learning	01/02/2017	12/29/2017	\$0	Jessica Critz, teachers

Comprehensive School Improvement Plan

Nancy Elementary School

Co-Teaching Classes	Co-teaching will occur in classrooms including students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level content,	Academic Support Program	01/02/2017	12/29/2017	\$0	Michael Gregg
Student Recognition	Students will be recognized for outstanding academic achievement, perfect attendance, and character at assemblies throughout the school year. This includes a K-PREP medal ceremony and an awards ceremony at the conclusion of the school year.	Parent Involvement	01/02/2017	12/29/2017	\$4000	Michael Gregg, Lisa Hall, Jessica Critz, Tamsen Ryan
Event Information	The community at large will receive updates and information as to the events taking place at NES through the local newspaper. Staff will submit photos and announcements to the school PR contact.	Parent Involvement	01/02/2017	12/29/2017	\$500	Michael Gregg, Tamsen Ryan, Lisa Hall
Kagan Content Engagement Strategies	Students will be actively engaged in content learning through various Kagan strategies	Academic Support Program	01/02/2017	12/29/2017	\$2000	Michael Gregg, Jessica Critz, Teachers
District External Review	The school will participate in an external review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process	01/01/2017	12/31/2017	\$0	Michael Gregg, Jessica Critz, District CSIP Coordinator
Universal Screeners (MAP and AIMSweb)	Using AIMSweb, all students K-2 and students identified with a disability will be screened. Screenings will occur in August, January, and March. MAP will be administered in August, December, and March.	Academic Support Program	01/02/2017	12/29/2017	\$20000	Jessica Critz
Attendance at School Events	Provide opportunities for increased parent/community involvement and attendance at school events such as: open house, parent teacher conferences, Fall Festival, Career Day, EGAT days, PTO, National breakfast and school lunch weeks, family nights, back to school extravaganza, and various assemblies.	Parent Involvement	01/02/2017	12/29/2017	\$3000	Michael Gregg, Tamsen Ryan, Lisa Hall
Brigance Screener	All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Academic Support Program	01/02/2017	12/29/2017	\$0	Jessica Critz
i-Ready	Implement the use of the supplemental resources such as I-Ready to enhance our core program and promote student learning.	Academic Support Program, Technology	01/02/2017	12/29/2017	\$10000	Michael Gregg, Jessica Critz
Total					\$61500	

Comprehensive School Improvement Plan

Nancy Elementary School

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards-based Instruction and Unit Assessments	All unit assessments will be based on KCAS and will be graded so that student progress towards mastery in each standard is shown (Grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Academic Support Program	01/01/2017	12/31/2017	\$0	Mr. Gregg, Ms. Critz
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Test Analysis Day November 2016	

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

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

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

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

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

Comprehensive School Improvement Plan

Nancy 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

Nancy 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

Nancy 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	http://nes.pulaski.net/	

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

Nancy 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.	Yes		

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

2016-2017 SCHOOL AND COMMUNITY COLLABORATION- The school will work with all stakeholders to remove barriers to learning in an effort to meet the needs of students.

Measurable Objective 1:

collaborate to support a communication plan with all stakeholders. by 12/29/2017 as measured by parent surveys.

Strategy1:

Attendance at School Events/Assemblies - Provide opportunities for increased community/parent involvement and attendance at school events,

Category: Stakeholder Engagement

Research Cited:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for outstanding academic achievement, perfect attendance, and character at assemblies throughout the school year. This includes a K-PREP medal ceremony and an awards ceremony at the conclusion of the school year.	Parent Involvement	01/02/2017	12/29/2017	\$4000 - Other	Michael Gregg, Lisa Hall, Jessica Critz, Tamsen Ryan

Activity - Attendance at School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for increased parent/community involvement and attendance at school events such as: open house, parent teacher conferences, Fall Festival, Career Day, EGAT days, PTO, National breakfast and school lunch weeks, family nights, back to school extravaganza, and various assemblies.	Parent Involvement	01/02/2017	12/29/2017	\$3000 - Other	Michael Gregg, Tamsen Ryan, Lisa Hall

Strategy2:

Parent Contact - Parents will receive event information through social media, one call system, newsletters, calendars, and the NES webpage.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Nancy Elementary School

Activity - Bragging Dragon Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will send the required minimum (2 per month) of Bragging Dragon postcards via mail. Postcards will increase student recognition and parent communication.	Other	01/02/2017	12/29/2017	\$2000 - Other	Michael Gregg, Teachers

Activity - Event Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The community at large will receive updates and information as to the events taking place at NES through the local newspaper. Staff will submit photos and announcements to the school PR contact.	Parent Involvement	01/02/2017	12/29/2017	\$500 - Other	Michael Gregg, Tamsen Ryan, Lisa Hall

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency score from 59.7% to 71.3% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings from 59.7% to 71.3% by 12/31/2017 as measured by K-PREP.

Strategy1:

Response to Intervention - Develop and implement plans for Tier II and Tier III intervention services for Reading and Math.

Category: Continuous Improvement

Research Cited: KPREP Data

Activity - Tier II and Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified based on universal screening data. Master schedule allows for intervention and enrichment to address student needs. Pullout small group services are provided to targeted populations in reading and math.	Academic Support Program	01/02/2017	12/29/2017	\$5000 - Other	Michael Gregg, Jessica Critz, Teachers

Strategy2:

Learning Services - Student achievement will be increased through the use of research based curriculum and methods.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Nancy Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with common planning time for curriculum discussion, alignment and evaluation of standards, and analysis of student data and learning.	Professional Learning	01/02/2017	12/29/2017	\$0 - Other	Jessica Critz, teachers

Activity - Lexia Core5 / Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' abilities.	Academic Support Program Technology	01/02/2017	12/29/2017	\$15000 - Other	Michael Gregg, Jessica Critz

Activity - Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TEAM mentoring and induction programs are in place for teachers with less than two years experience or new to the district.	Professional Learning	01/02/2017	12/31/2017	\$0 - No Funding Required	Amy Polston

Activity - i-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of the supplemental resources such as I-Ready to enhance our core program and promote student learning.	Academic Support Program Technology	01/02/2017	12/29/2017	\$10000 - Other	Michael Gregg, Jessica Critz

Activity - Standards-based Instruction and Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All unit assessments will be based on KCAS and will be graded so that student progress towards mastery in each standard is shown (Grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Michael Gregg, Jessica Critz

Goal 2:

2016-2017 SCHOOL AND COMMUNITY COLLABORATION- The school will work with all stakeholders to remove barriers to learning in an effort to meet the needs of students.

Measurable Objective 1:

collaborate to support a communication plan with all stakeholders. by 12/29/2017 as measured by parent surveys.

Strategy1:

Parent Contact - Parents will receive event information through social media, one call system, newsletters, calendars, and the NES webpage.

Comprehensive School Improvement Plan

Nancy Elementary School

Category: Stakeholder Engagement

Research Cited:

Activity - Event Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The community at large will receive updates and information as to the events taking place at NES through the local newspaper. Staff will submit photos and announcements to the school PR contact.	Parent Involvement	01/02/2017	12/29/2017	\$500 - Other	Michael Gregg, Tamsen Ryan, Lisa Hall

Activity - Bragging Dragon Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will send the required minimum (2 per month) of Bragging Dragon postcards via mail. Postcards will increase student recognition and parent communication.	Other	01/02/2017	12/29/2017	\$2000 - Other	Michael Gregg, Teachers

Strategy2:

Attendance at School Events/Assemblies - Provide opportunities for increased community/parent involvement and attendance at school events,

Category: Stakeholder Engagement

Research Cited:

Activity - Attendance at School Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for increased parent/community involvement and attendance at school events such as: open house, parent teacher conferences, Fall Festival, Career Day, EGAT days, PTO, National breakfast and school lunch weeks, family nights, back to school extravaganza, and various assemblies.	Parent Involvement	01/02/2017	12/29/2017	\$3000 - Other	Michael Gregg, Tamsen Ryan, Lisa Hall

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized for outstanding academic achievement, perfect attendance, and character at assemblies throughout the school year. This includes a K-PREP medal ceremony and an awards ceremony at the conclusion of the school year.	Parent Involvement	01/02/2017	12/29/2017	\$4000 - Other	Michael Gregg, Lisa Hall, Jessica Critz, Tamsen Ryan

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency score from 59.7% to 71.3% by 2017.

Comprehensive School Improvement Plan

Nancy Elementary School

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings from 59.7% to 71.3% by 12/31/2017 as measured by K-PREP.

Strategy1:

Learning Services - Student achievement will be increased through the use of research based curriculum and methods.

Category: Learning Systems

Research Cited:

Activity - i-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of the supplemental resources such as I-Ready to enhance our core program and promote student learning.	Technology Academic Support Program	01/02/2017	12/29/2017	\$10000 - Other	Michael Gregg, Jessica Critz

Activity - Standards-based Instruction and Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All unit assessments will be based on KCAS and will be graded so that student progress towards mastery in each standard is shown (Grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Michael Gregg, Jessica Critz

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with common planning time for curriculum discussion, alignment and evaluation of standards, and analysis of student data and learning.	Professional Learning	01/02/2017	12/29/2017	\$0 - Other	Jessica Critz, teachers

Activity - Lexia Core5 / Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' abilities.	Academic Support Program Technology	01/02/2017	12/29/2017	\$15000 - Other	Michael Gregg, Jessica Critz

Strategy2:

Response to Intervention - Develop and implement plans for Tier II and Tier III intervention services for Reading and Math.

Category: Continuous Improvement

Research Cited: KPREP Data

Comprehensive School Improvement Plan

Nancy Elementary School

Activity - Tier II and Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified based on universal screening data. Master schedule allows for intervention and enrichment to address student needs. Pullout small group services are provided to targeted populations in reading and math.	Academic Support Program	01/02/2017	12/29/2017	\$5000 - Other	Michael Gregg, Jessica Critz, Teachers

Goal 2:

2016-2017 GAP- Increase the average combined reading and math proficiency rates in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017. by 12/29/2017 as measured by 2017 KPREP data.

Strategy1:

Learning Service - Student achievement and learning will be increased through the use of research based curriculum and standards.

Category: Continuous Improvement

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Academic Support Program	01/02/2017	12/29/2017	\$0 - Other	Jessica Critz

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

Goal 1:

2016-2017 GAP- Increase the average combined reading and math proficiency rates in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017. by 12/29/2017 as measured by 2017 KPREP data.

Strategy1:

Comprehensive School Improvement Plan

Nancy Elementary School

Learning Service - Student achievement and learning will be increased through the use of research based curriculum and standards.

Category: Continuous Improvement

Research Cited:

Activity - Universal Screeners (MAP and AIMSweb)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using AIMSweb, all students K-2 and students identified with a disability will be screened. Screenings will occur in August, January, and March. MAP will be administered in August, December, and March.	Academic Support Program	01/02/2017	12/29/2017	\$20000 - Other	Jessica Critz

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Academic Support Program	01/02/2017	12/29/2017	\$0 - Other	Jessica Critz

Strategy2:

Student Engagement Strategies - Teachers will implement Kagan strategies to ensure all students are engaged in learning.

Category: Learning Systems

Research Cited:

Activity - Kagan Content Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be actively engaged in content learning through various Kagan strategies	Academic Support Program	01/02/2017	12/29/2017	\$2000 - Other	Michael Gregg, Jessica Critz, Teachers

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP proficiency score from 59.7% to 71.3% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings from 59.7% to 71.3% by 12/31/2017 as measured by K-PREP.

Strategy1:

Comprehensive School Improvement Plan

Nancy Elementary School

Response to Intervention - Develop and implement plans for Tier II and Tier III intervention services for Reading and Math.

Category: Continuous Improvement

Research Cited: KPREP Data

Activity - Tier II and Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified based on universal screening data. Master schedule allows for intervention and enrichment to address student needs. Pullout small group services are provided to targeted populations in reading and math.	Academic Support Program	01/02/2017	12/29/2017	\$5000 - Other	Michael Gregg, Jessica Critz, Teachers

Strategy2:

Learning Services - Student achievement will be increased through the use of research based curriculum and methods.

Category: Learning Systems

Research Cited:

Activity - i-Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of the supplemental resources such as I-Ready to enhance our core program and promote student learning.	Academic Support Program Technology	01/02/2017	12/29/2017	\$10000 - Other	Michael Gregg, Jessica Critz

Activity - Lexia Core5 / Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5. When students have shown mastery of the Lexia Core5 curriculum, Reading Plus will be used to enrich the students' abilities.	Academic Support Program Technology	01/02/2017	12/29/2017	\$15000 - Other	Michael Gregg, Jessica Critz

Activity - Standards-based Instruction and Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All unit assessments will be based on KCAS and will be graded so that student progress towards mastery in each standard is shown (Grade-cam, CIITS). Through analysis of the assessment data, teachers will determine which standards must be retaught to the whole group, which students need supplemental intervention based on a specific standard, and will create small group lessons to address misconceptions.	Academic Support Program	01/01/2017	12/31/2017	\$0 - General Fund	Michael Gregg, Jessica Critz

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided with common planning time for curriculum discussion, alignment and evaluation of standards, and analysis of student data and learning.	Professional Learning	01/02/2017	12/29/2017	\$0 - Other	Jessica Critz, teachers

Comprehensive School Improvement Plan

Nancy Elementary School

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016-2017 GAP- Increase the average combined reading and math proficiency rates in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 61.8% in 2016 to 66.6% in 2017. by 12/29/2017 as measured by 2017 KPREP data.

Strategy1:

Learning Service - Student achievement and learning will be increased through the use of research based curriculum and standards.

Category: Continuous Improvement

Research Cited:

Activity - Universal Screeners (MAP and AIMSweb)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using AIMSweb, all students K-2 and students identified with a disability will be screened. Screenings will occur in August, January, and March. MAP will be administered in August, December, and March.	Academic Support Program	01/02/2017	12/29/2017	\$20000 - Other	Jessica Critz

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Academic Support Program	01/02/2017	12/29/2017	\$0 - Other	Jessica Critz

Strategy2:

Student Engagement Strategies - Teachers will implement Kagan strategies to ensure all students are engaged in learning.

Category: Learning Systems

Research Cited:

Activity - Kagan Content Engagement Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be actively engaged in content learning through various Kagan strategies	Academic Support Program	01/02/2017	12/29/2017	\$2000 - Other	Michael Gregg, Jessica Critz, Teachers

Comprehensive School Improvement Plan

Nancy Elementary School

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:

2016-17 Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts and Humanities, Practical Living/Career Studies, Writing, Primary K-3, and Global Competency & World Languages.

Measurable Objective 1:

collaborate to build proficiency in all areas of Program Review. by 05/15/2017 as measured by KDE Program Review Rubrics..

Strategy1:

Monitor Program Review Areas - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Research Cited:

Activity - District External Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will participate in an external review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process	01/01/2017	12/31/2017	\$0 - Other	Michael Gregg, Jessica Critz, District CSIP Coordinator

Comprehensive School Improvement Plan

Nancy Elementary School

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle 1 Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by SBDM.	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Michael Gregg, Jessica Critz

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?

Nancy Elementary is a small community school serving approximately 400 students preschool through 5th grade. The school is located in far western rural part of Pulaski County. Much of the community is a farming community where hard work is the norm. We see this hard-working attitude not only in our community at large, but in our school as well. Nearly 3/4 of our students receive free and reduced meals. Despite the high amount of socioeconomic disadvantage, we have seen great academic success in our school.

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 Nancy Elementary School is to provide a safe, supportive environment to meet the individual needs of all students and ensure they are on the path to college and/or career readiness. We strive to produce successful young adults who are ready to contribute to their community and world. To accomplish this goal, we believe we have to challenge them to be their very best in both the classroom and non-classroom settings. Nancy Elementary has a rigorous curriculum aligned to state and national common core state standards. The Nancy Ways to Be outline the expected behaviors for functioning in school and life. We set our expectations high and fully believe that all students are capable of meeting those objectives. At Nancy Elementary, we have a culture of high expectations.

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.

Nancy Elementary was proud to be a Blue Ribbon School nominee for the 13 - 14 school year. Nancy Elementary was a "School of Distinction" during the 2012 - 2013 testing cycle. Our school is proud to report that we were in the top 5% of schools across the state. We were labeled a Distinguished/Progressing school because of our overall achievement and meeting our goals. Nancy Elementary is currently labeled a Proficient school.

Goals for Nancy Elementary include increasing the number of students scoring Proficient and Distinguished in both Reading and Math while at the same time reducing the number of students scoring Novice. A continual goal of improvement for us is to involve parents and the community in the education of our students.

Additional Information

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

The administration and staff of Nancy Elementary school are dedicated to closing the achievement gap for all students. Our primary concern is student growth. Our students receive researched based core instruction daily to ensure that all students make progress towards their goals.