



Comprehensive School Improvement Plan

Northern Elementary School
Pulaski County

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 Goal 2: Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017. . . 32

 Goal 3: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59.4% in 2016 to 67% in 2017. 34

 Goal 4: Decrease Novice Reading with Free/Reduced Lunch meal students from 14.7% to 13.2% and Novice Math with Free/Reduced Lunch meal students from 8.6% to 7.7%. 35

 Goal 5: 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 and World Languages. 36

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<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.		Schools Equity Data

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

A noteworthy trend is that our overall student population and the different groups of our non-duplicated GAP students meet or miss the same Delivery Targets for each subject tested. We can likely conclude that students are getting equitable instruction if they are meeting the same delivery targets. We might also conclude that the areas of instruction we need to improve upon are also the same.

All students met the Delivery Target for Reading and Social Studies, but not for Math and Writing. The Students with Disabilities, Free and Reduced Priced Meals Students, and the overall GAP group followed suit and met the targets for Reading and Social Studies, but not for Math and Writing, wit the exception of Students With Disabilities meeting their target in Writing. They were the only group that did.

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.

Since the trends were that students overall and in the GAP group met or did not meet the delivery targets in exactly the same way the barriers we are identifying would be the same for all students. Possible barriers for not meeting our Delivery Target in Math could be the baseline was high to start with and last year our overall score was 58.1% proficient and distinguished. This year we improved 4% overall, however to meet our Delivery Target we would have had to jump 12%. While we are working to improve, and are making improvements there needs to be greater strides to get there. For Writing we have scheduled intentional writing class daily for all grades. However, we are wondering if this is done with fidelity at all grade levels. Teachers often feel less adequate to instruct students in writing.

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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.		Goal Setting

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:

Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017.

Measurable Objective 1:

collaborate to improve proficiency in reading and mathematics by 05/30/2017 as measured by K-PREP.

Strategy1:

Curriculum Alignment and Assessments - Teachers will meet with school administrators in PLCs with their subject area counterparts and also in grade level PLCs. Our purpose will be to do formal data analysis of assessments, analyze our curricular, instructional, and assessment resources.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet in intentionally planned PLCs to review our curricular documents and instructional and assessment resources to determine the rigor and depth of knowledge we are teaching the standards at each grade level.	Academic Support Program	11/01/2016	12/15/2017	\$0 - No Funding Required	Julie Shepperd Mary Lee Craig

Goal 2:

Decrease Novice Reading with Free/Reduced Lunch meal students from 14.7% to 13.2% and Novice Math with Free/Reduced Lunch meal students from 8.6% to 7.7%.

Measurable Objective 1:

collaborate to Decrease Novice with Free/Reduced Lunch meal students in Reading and Math by 10% by 05/30/2017 as measured by K-PREP testing.

Strategy1:

Special Education PLCs - The Special Education Department and school level administration will utilize best practice strategies and activities within the school related to identified KDE defined indicators as a process to increase outcomes for students with disabilities.

Category: Continuous Improvement

Research Cited:

Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school level special education teachers, an administrator, and the liaison will meet no less than monthly to collaborate and communicate on instructional and behavioral supports, and review data from AIMSWEB and MAP testing related to our students with disabilities.	Academic Support Program	01/16/2017	12/15/2017	\$0 - No Funding Required	Amber Hobby

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?

Julie Shepperd/Principal

Mary Lee Craig/Curriculum Specialist

Whitney Gonzales/Teacher

Beth Rowlands/Family Resource Center Coordinator

Lesa Phelps/School Secretary

Judy VanHook/Teacher

Jennifer Abner/Teacher

Heather Henderlight/Teacher

Rebecca Measel/Parent

Relationship Building

Overall Rating: 3.57

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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: 3.14

	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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	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 chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

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

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

Advocacy

Overall Rating: 3.0

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 3.17

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

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

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

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

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

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

Community Partnerships

Overall Rating: 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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

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

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

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

Reflection

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

Our greatest strengths are in the areas of Relationship Building and Communication. Each year we have an orientation night for all new parents to our school to inform them about curriculum, procedures, our staff, and life at Northern Elementary School. We also have an Open House and many family-based activities throughout the year that include Fall Festival, movie nights, Family Literacy Night, and Mathematics Night. Our PTO actively promotes school activities with us and they assist us in getting information out to our families.

In order to maintain ongoing communication our staff communicates through emails, webpages, phone calls, DOJO, newsletters, take-home journals, text messages, and parent-teacher conferences. Our school webpage is updated with an activity calendar, and we keep a copy of important school information such as the CSIP, Mission Statement, our school pledge, school expectations, and the the school curriculum on the webpage.

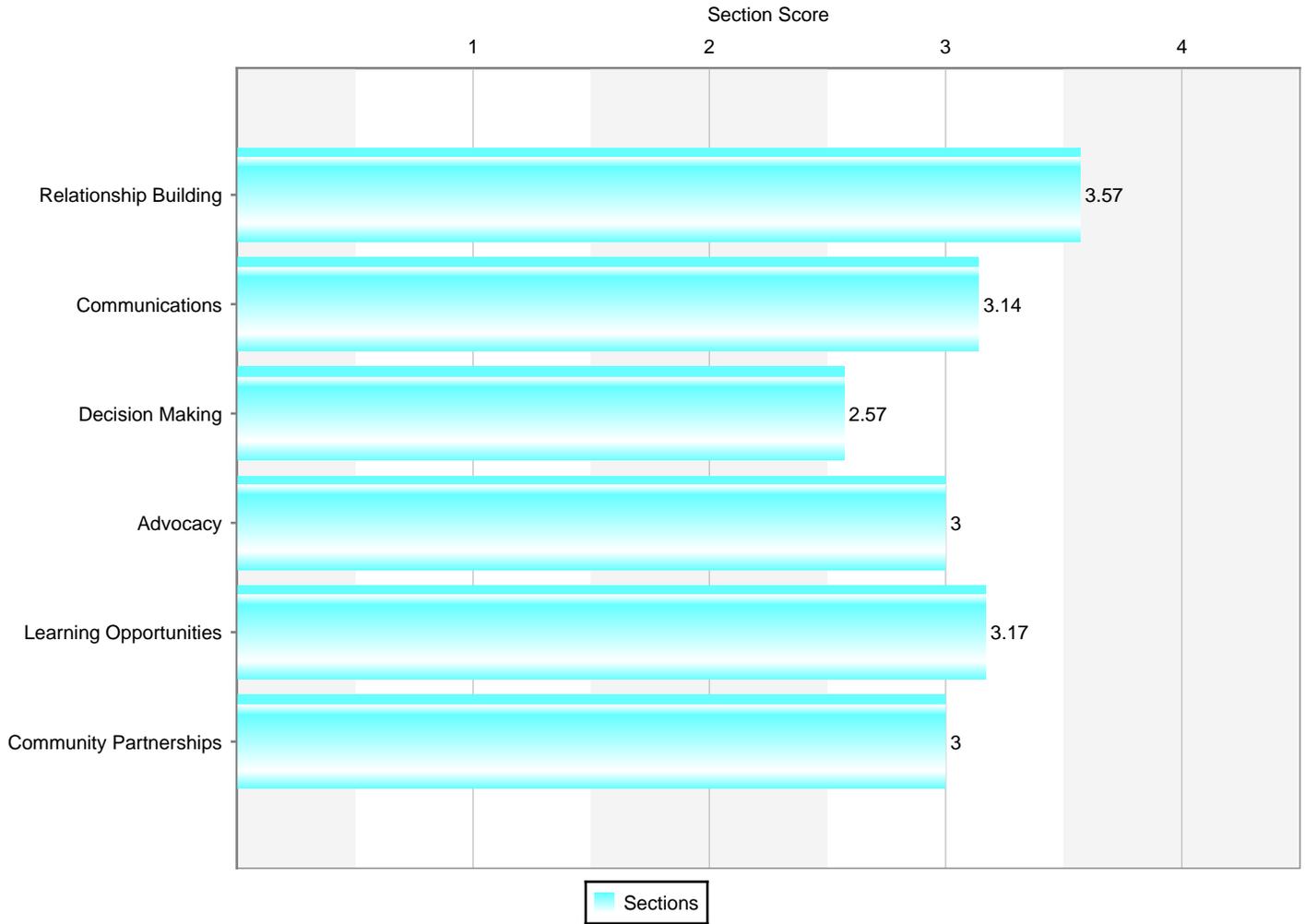
Parents are regularly invited and attend academic meetings concerning their child. They are invited to all Rtl, Special Education, 504, and ESL meetings. We hold parent conferences and invite parents to correspond with us as often as needed. The input of our parents is imperative for the highest quality instruction for their child.

Our positive behavior team ensures that all students have an academic advocate through our "Future Maroons" mentoring program. If no parent is actively involved in the student's school success, a staff member will look after the student to ensure he or she is getting all they need to be successful.

Our area of greatest need for improvement would be Decision Making. The parent members of our SBDM are active partners in our decision making as a school. However, most parents take a backseat in this area. We do not have coherent strategies to build authentic parent participation in council work. Occasionally we report to the PTO and when we do further dissemination of information is left to the PTO leadership. They have started communicating more information through a PTO newsletter. Meeting regularly with the PTO officers to discuss council work and other pertinent planning activities would benefit our school as a whole. We could ensure that parents receive council updates and information on how they could more actively participate.

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.

Our staff formed committees that included teachers, classified employees, SBDM members, parents, and community members to work on different areas of the school improvement plan including The Missing Piece, Needs Assessment, Executive Summary and the CSIP. Stakeholders were selected to include all certified staff and to give all stakeholders a voice in the development. We scheduled most meetings during the school day, usually before school or on Growth Days. This way most of the members of the committees would be able to attend.

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

We have a leadership team in our school that includes the chosen chair from each committee. The committees include our program reviews and our PBIS team and they lead meetings on our planning process as well. All certified staff are included in these committees. Our community members are representatives of agencies that support students in our school. Parents represented include parents of minorities, students with disabilities and gifted students. Our leadership team meets with school administrators that include the principal, curriculum specialists and the guidance counselor. They are liaisons between the committees and the administration when we are not meeting as a full group. They have led the committee members through the various questions and returned to the leadership team meetings with feedback.

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

Staff has been emailed copies of the different goals for their review, and the completed plan was reviewed in draft form with the SBDM council. The stakeholders shared their work with others when their committee had completed their portion. The final plan will be posted on the webpage to be referenced by all stakeholders.

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?**

Our school's greatest concern has been achievement in Reading. Prior to 2014 it was our lowest scoring area, however much has been done to improve achievement. In the 2014-2015 school year we had 60.2% proficient and distinguished readers, thus meeting our delivery target. Our delivery target for the 2015-2016 school year was 64.6% and we scored 68.9% meeting our delivery target once again.

Now our challenge is to continue progressing in reading and meeting the 2016-2017 target of 69% and to increase our focus in math. While math had always outscored reading at Northern, we have not demonstrated much growth. This year our delivery target was set at 70.9% and our actual score was 62.2. We need to increase proficient and distinguished students to 74.5% to meet our 2016-2017 delivery target (a 12.3% increase).

GAP Scores/Delivery Targets 201:

P/D Score D. Target Did we meet?

READING 68.9 YES

MATH 62.2 NO

SOC. ST. 80.3 YES

WRITING 52.6 NO

We know that we are not meeting our delivery targets in the subject areas listed in the table. We also know the breakdown for each particular GAP group. What we do not know are the types of content or questions students frequently miss. In what content areas are students struggling? How well are classroom teachers connecting formative assessment with adequate rigor and depth to the curriculum and standards?

We are using the data given from MAP at each benchmark to guide our teaching; however, MAP data currently is limited to Reading, Math, and Language. MAP does not give us information for subjects such as Science or Social Studies at this time.

TELL survey results identified a need for collaborative planning. It will be our intention to deliberately schedule collaborative events for subject area teachers. Our goal will be to analyze the depth and rigor of our curriculum and instruction at all levels. We will also meet in grade level PLCs and give individual homeroom teachers additional planning to meet with the principal or curriculum specialist for guidance and discussion when they need support.

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?

Our reading has gone from an area of challenge to a strength. We are continuing to implement interventions as early as students are identified as struggling in reading. We continue to use the Reading Workshop method of reading instruction across all grade levels. We need to continue moving forward and not just sustain. For this reason we are intensifying our PLC work with more frequent and intentional team work and opportunities for teachers to delve deeply into curriculum and assessment work.

We celebrate the results of our hard work in Reading, and also in Social Studies and Language. In both areas our achievement was first in our district. Math is also an area to celebrate. Our students have maintained for the last couple of years. We just need to begin to move forward to meet difficult delivery targets.

Our achievement points were 85.1 and our overall score was a 75.7 on KPREP. Our school classification as distinguished is another source of celebration for Northern Elementary.

Opportunities for Improvement

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

We know there continues to be a great need to focus on reading and math. In order to meet our combined delivery target for the 2016-2017 school year our students must be 71.8% proficient and distinguished. Last spring our GAP students scored 59.4%; the delivery target was 62.2. For this upcoming spring assessment our non-duplicated GAP group must be 67% proficient and distinguished to meet our delivery target for combined reading and math. While we recognize we have made great strides in some academic areas we know we still have much more to do to meet these targets.

Our Math and reading teachers will work in subject and grade level PLCs on Novice Reduction strategies and curriculum and assessment. We plan to dig deep into the rigor of what students must know at each grade level in these core subjects.

We will use our benchmark testing (MAP) to identify students who are below proficiency and ensure they are receiving interventions. Students in third-fifth grade will be assigned custom coursework through our various research-based programs to develop and grow their individual skills. All students will use the research-based reading and math programs daily, Lexia reading and Successmaker Math.

Conclusion

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

Because we are student focused, we plan to continue student goal setting. The students will be aware of reading and math benchmarks for: Normative data, K-PREP proficiency, as well as College & Career Ready. We plan to create recognition displays to motivate students and hold academic pep rallies to recognize growth, improvement, and achievement.

During PLCs and Growth Days we will concentrate on individual students, as well as reading and math instruction. We will hold formal collaborative opportunities for teachers to meet together and analyze our curricular, instructional, and assessment needs. Once we have determined some of the overarching needs we will begin the work to improve.

We have created a local leadership team to assist with the organization of PBIS and Program Review work. These teachers are leading other teachers through the Program Review process and communicating regularly with administrators and the rest of the staff. We will continue following our previous work in these areas.

Comprehensive School Improvement Plan 2017

Overview

Plan Name

Comprehensive School Improvement Plan 2017

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	The school will work with families and community groups to remove barriers to learning in an effort to meet the intellectual and developmental needs of students.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$6000
2	Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$21000
3	Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59.4% in 2016 to 67% in 2017.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$55000
4	Decrease Novice Reading with Free/Reduced Lunch meal students from 14.7% to 13.2% and Novice Math with Free/Reduced Lunch meal students from 8.6% to 7.7%.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
5	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 and World Languages.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: The school will work with families and community groups to remove barriers to learning in an effort to meet the intellectual and developmental needs of students.

Measurable Objective 1:

collaborate to improve communication with families and the community to remove barriers to learning in an effort to meet the academic and developmental needs of our students. by 12/15/2017 as measured by student, parent, and staff surveys.

Strategy 1:

Improving Communication - School leadership and staff will ensure that there is a focus on parent and community involvement.

Category: Stakeholder Engagement

Research Cited:

Activity - Family and Community Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hold events for families and the community to encourage participation and interest. These will include, but are not limited to: Veteran's Programs, Fall Festival, Living History Museum, Entrepreneur Fair, Book Fair Events, and PTO sponsored events.	Community Engagement	01/02/2017	12/29/2017	\$5000	Title I Schoolwide	Heather Patterson Beth Rowlands
Activity - Community-based providers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with special situations will be referred to private and community mental health providers. We will invite certain counseling sessions to work with students during the school day. This activity is to ease the burden on the family where providing transportation or other situations is a problem. The providers will collaborate with the school: FRYSC, teachers, guidance counselor, and principal to assist students in achieving academic success. Outside agencies must have a contract with the Pulaski County Board of Education and all providers are approved at the discretion of the principal.	Behavioral Support Program, Academic Support Program	01/02/2017	12/29/2017	\$0	No Funding Required	Heather Patterson Beth Rowlands
Activity - Parent/School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will send reminder calls to parents concerning events that are happening at the school. Classroom teachers will provide newsletters, Remind 101, DOJO, parent-teacher conferences, IC parent portal, and one calls to keep parents up to date on events pertaining to their grade and/or child.	Community Engagement	01/02/2017	12/29/2017	\$1000	District Funding	Julie Shepperd Mary Lee Craig

Goal 2: Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017.

Comprehensive School Improvement Plan

Northern Elementary School

Measurable Objective 1:

collaborate to improve proficiency in reading and mathematics by 05/30/2017 as measured by K-PREP.

Strategy 1:

Reading Workshop - All Kindergarten through fifth grade teachers will be trained, deployed and monitored for fidelity to follow Reading Workshop methods of teaching reading aligned with Kentucky's common core standards.

Category: Continuous Improvement

Activity - Supporting Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the fidelity of the reading workshops in each grade and assist teachers through resources, observations, modeling, and PLC work.	Academic Support Program	01/02/2017	12/29/2017	\$5000	Title I Schoolwide	Julie Shepperd Mary Lee Craig

Strategy 2:

Curriculum Alignment and Assessments - Teachers will meet with school administrators in PLCs with their subject area counterparts and also in grade level PLCs. Our purpose will be to do formal data analysis of assessments, analyze our curricular, instructional, and assessment resources.

Category: Continuous Improvement

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will meet in intentionally planned PLCs to review our curricular documents and instructional and assessment resources to determine the rigor and depth of knowledge we are teaching the standards at each grade level.	Academic Support Program	11/01/2016	12/15/2017	\$0	No Funding Required	Julie Shepperd Mary Lee Craig

Strategy 3:

Lexia/Successmaker Math - Students will be provided 15 minutes daily of Lexia Reading and Successmaker Math.

Category: Integrated Methods for Learning

Activity - Lexia and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive 15 minutes of both Lexia Reading and Successmaker Math daily through intentional scheduling.	Academic Support Program	01/02/2017	12/29/2017	\$15000	District Funding	Mary Lee Craig Debra Thompson

Strategy 4:

School Readiness and Early Learning - All kindergartners will be assessed in BRIGANCE, the common statewide screener to assess their kindergarten readiness.

Comprehensive School Improvement Plan

Northern Elementary School

Category: Early Learning

Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener. Analyze the data from the screener and any other assessment for Early Childhood information.	Academic Support Program	08/01/2017	09/15/2017	\$1000	District Funding	Preschool and Kindergarten teachers
Activity - Preschool-Kindergarten Transition Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the end of the school year preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Academic Support Program	05/01/2017	08/15/2017	\$0	No Funding Required	kindergarten staff
Activity - Parents As Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will schedule several Parents As Teachers events throughout the school day. We will invite parents with children under school age to come to our school and do learning activities and become acquainted with our school and its staff.	Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	Beth Rowlands

Goal 3: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59.4% in 2016 to 67% in 2017.

Measurable Objective 1:

collaborate to demonstrate a combined proficiency rating of 67% for combined reading and math by 05/31/2017 as measured by K-PREP.

Strategy 1:

Tier 2 Interventions - All students falling behind in the regular curriculum will receive Tier 2 interventions designated by the classroom teacher.

Category: Continuous Improvement

Activity - Tier 2 Interventiosn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will assign students who are struggling with the regular curriculum to research-based interventions at the Tier 2 level. These interventions may be additional small groups, computer time, and/or other activities to assist the individual students.	Academic Support Program	01/02/2017	12/15/2017	\$10000	Title I Schoolwide	Classroom teachers Mary Lee Craig

Comprehensive School Improvement Plan

Northern Elementary School

Strategy 2:

RTI - Students making little or no progress with the Tier 2 interventions will be referred to our Rtl program.

Category: Continuous Improvement

Activity - RTI Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a student is referred to our school-wide Rtl program we will hold meetings at least every 8-9 weeks to discuss progress toward goals and make necessary changes to interventions. Interventionists will include intervention teachers, assistants, and classroom teachers. As much as possible all Rtl teams will include the principal, curriculum specialist, school psychologist,FRYSC coordinator, classroom teacher, interventionists, and the parents.	Academic Support Program	01/02/2017	12/15/2017	\$10000	Title I Schoolwide	Julie Shepperd Mary Lee Craig
Activity - Tier 3 Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receiving Tier 3 interventions will be provided with additional instruction in one or more of the following areas: extra Lexia support, Reading Horizons, small group tutoring in Reading and/or Math, extra SuccessMaker Math, and Custom Coursework.	Academic Support Program	01/02/2017	12/15/2017	\$25000	Title I Schoolwide	Julie Shepperd Mary Lee Craig
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receiving Tier 3 interventions will be progress monitored weekly using AIMSWEB reading and math.	Academic Support Program	12/15/2016	12/15/2017	\$10000	Title I Schoolwide	Mary Lee Craig

Goal 4: Decrease Novice Reading with Free/Reduced Lunch meal students from 14.7% to 13.2% and Novice Math with Free/Reduced Lunch meal students from 8.6% to 7.7%.

Measurable Objective 1:

collaborate to Decrease Novice with Free/Reduced Lunch meal students in Reading and Math by 10% by 05/30/2017 as measured by K-PREP testing.

Strategy 1:

MAP Data Analysis - We will assess students in Reading and Math using MAP three times a year. At each interval we will analyze the data and ensure that all students falling below proficiency are receiving interventions.

Category: Continuous Improvement

Activity - Data Analysis and Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Northern Elementary School

All teachers of reading and math will analyze MAP scores three times a year; fall, winter, and spring. Teachers will determine those students scoring below proficiency and ensure that all of these students receive interventions in reading and/or math.	Academic Support Program	01/02/2017	10/13/2017	\$0	No Funding Required	Mary Lee Craig Julie Shepperd
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Strategy 2:

Special Education PLCs - The Special Education Department and school level administration will utilize best practice strategies and activities within the school related to identified KDE defined indicators as a process to increase outcomes for students with disabilities.

Category: Continuous Improvement

Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school level special education teachers, an administrator, and the liaison will meet no less than monthly to collaborate and communicate on instructional and behavioral supports, and review data from AIMSWEB and MAP testing related to our students with disabilities.	Academic Support Program	01/16/2017	12/15/2017	\$0	No Funding Required	Amber Hobby

Goal 5: 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 and World Languages.

Measurable Objective 1:

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

Strategy 1:

Program Reviews - 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 2 Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Julie Shepperd Mary Lee Craig

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

Northern Elementary School

The school will participate in an external district 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. Any areas of need and resources to meet proficiency will be identified.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Julie Shepperd Mary Lee Craig Whitney Gonzales
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Interventiosn	Classroom teachers will assign students who are struggling with the regular curriculum to research-based interventions at the Tier 2 level. These interventions may be additional small groups, computer time, and/or other activities to assist the individual students.	Academic Support Program	01/02/2017	12/15/2017	\$10000	Classroom teachers Mary Lee Craig
Tier 3 Interventions	All students receiving Tier 3 interventions will be provided with additional instruction in one or more of the following areas: extra Lexia support, Reading Horizons, small group tutoring in Reading and/or Math, extra SuccessMaker Math, and Custom Coursework.	Academic Support Program	01/02/2017	12/15/2017	\$25000	Julie Shepperd Mary Lee Craig
Progress Monitoring	All students receiving Tier 3 interventions will be progress monitored weekly using AIMSWEB reading and math.	Academic Support Program	12/15/2016	12/15/2017	\$10000	Mary Lee Craig
RTI Process	Once a student is referred to our school-wide Rtl program we will hold meetings at least every 8-9 weeks to discuss progress toward goals and make necessary changes to interventions. Interventionists will include intervention teachers, assistants, and classroom teachers. As much as possible all Rtl teams will include the principal, curriculum specialist, school psychologist,FRYSC coordinator, classroom teacher, interventionists, and the parents.	Academic Support Program	01/02/2017	12/15/2017	\$10000	Julie Shepperd Mary Lee Craig
Supporting Implementation	Monitor the fidelity of the reading workshops in each grade and assist teachers through resources, observations, modeling, and PLC work.	Academic Support Program	01/02/2017	12/29/2017	\$5000	Julie Shepperd Mary Lee Craig
Family and Community Events	We will hold events for families and the community to encourage participation and interest. These will include, but are not limited to: Veteran's Programs, Fall Festival, Living History Museum, Entrepreneur Fair, Book Fair Events, and PTO sponsored events.	Community Engagement	01/02/2017	12/29/2017	\$5000	Heather Patterson Beth Rowlands
Total					\$65000	

No Funding Required

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

Northern Elementary School

PLCs	Teachers and administrators will meet in intentionally planned PLCs to review our curricular documents and instructional and assessment resources to determine the rigor and depth of knowledge we are teaching the standards at each grade level.	Academic Support Program	11/01/2016	12/15/2017	\$0	Julie Shepperd Mary Lee Craig
Parents As Teachers	The Family Resource Center will schedule several Parents As Teachers events throughout the school day. We will invite parents with children under school age to come to our school and do learning activities and become acquainted with our school and its staff.	Parent Involvement	01/01/2017	12/31/2017	\$0	Beth Rowlands
Community-based providers	Students with special situations will be referred to private and community mental health providers. We will invite certain counseling sessions to work with students during the school day. This activity is to ease the burden on the family where providing transportation or other situations is a problem. The providers will collaborate with the school: FRYSC, teachers, guidance counselor, and principal to assist students in achieving academic success. Outside agencies must have a contract with the Pulaski County Board of Education and all providers are approved at the discretion of the principal.	Behavioral Support Program, Academic Support Program	01/02/2017	12/29/2017	\$0	Heather Patterson Beth Rowlands
Special Education PLCs	Our school level special education teachers, an administrator, and the liaison will meet no less than monthly to collaborate and communicate on instructional and behavioral supports, and review data from AIMSWEB and MAP testing related to our students with disabilities.	Academic Support Program	01/16/2017	12/15/2017	\$0	Amber Hobby
Preschool-Kindergarten Transition Day	Prior to the end of the school year preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Academic Support Program	05/01/2017	08/15/2017	\$0	kindergarten staff
District External Review	The school will participate in an external district 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. Any areas of need and resources to meet proficiency will be identified.	Academic Support Program	01/01/2017	12/31/2017	\$0	Julie Shepperd Mary Lee Craig Whitney Gonzales
Data Analysis and Interventions	All teachers of reading and math will analyze MAP scores three times a year; fall, winter, and spring. Teachers will determine those students scoring below proficiency and ensure that all of these students receive interventions in reading and/or math.	Academic Support Program	01/02/2017	10/13/2017	\$0	Mary Lee Craig Julie Shepperd
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 2 Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program	01/01/2017	12/31/2017	\$0	Julie Shepperd Mary Lee Craig

Comprehensive School Improvement Plan

Northern Elementary School

Total

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent/School Communication	The school will send reminder calls to parents concerning events that are happening at the school. Classroom teachers will provide newsletters, Remind 101, DOJO, parent-teacher conferences, IC parent portal, and one calls to keep parents up to date on events pertaining to their grade and/or child.	Community Engagement	01/02/2017	12/29/2017	\$1000	Julie Shepperd Mary Lee Craig
Kindergarten Screening and Analysis	Assess all kindergartners at school entry with the common statewide screener. Analyze the data from the screener and any other assessment for Early Childhood information.	Academic Support Program	08/01/2017	09/15/2017	\$1000	Preschool and Kindergarten teachers
Lexia and Successmaker	Students will receive 15 minutes of both Lexia Reading and Successmaker Math daily through intentional scheduling.	Academic Support Program	01/02/2017	12/29/2017	\$15000	Mary Lee Craig Debra Thompson
Total					\$17000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Northern 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

Northern 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

Northern 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://nhes.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

Northern 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:

Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017.

Measurable Objective 1:

collaborate to improve proficiency in reading and mathematics by 05/30/2017 as measured by K-PREP.

Strategy1:

Curriculum Alignment and Assessments - Teachers will meet with school administrators in PLCs with their subject area counterparts and also in grade level PLCs. Our purpose will be to do formal data analysis of assessments, analyze our curricular, instructional, and assessment resources.

Category: Continuous Improvement

Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet in intentionally planned PLCs to review our curricular documents and instructional and assessment resources to determine the rigor and depth of knowledge we are teaching the standards at each grade level.	Academic Support Program	11/01/2016	12/15/2017	\$0 - No Funding Required	Julie Shepperd Mary Lee Craig

Goal 2:

Decrease Novice Reading with Free/Reduced Lunch meal students from 14.7% to 13.2% and Novice Math with Free/Reduced Lunch meal students from 8.6% to 7.7%.

Measurable Objective 1:

collaborate to Decrease Novice with Free/Reduced Lunch meal students in Reading and Math by 10% by 05/30/2017 as measured by K-PREP testing.

Strategy1:

Special Education PLCs - The Special Education Department and school level administration will utilize best practice strategies and activities within the school related to identified KDE defined indicators as a process to increase outcomes for students with disabilities.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Northern Elementary School

Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school level special education teachers, an administrator, and the liaison will meet no less than monthly to collaborate and communicate on instructional and behavioral supports, and review data from AIMSWEB and MAP testing related to our students with disabilities.	Academic Support Program	01/16/2017	12/15/2017	\$0 - No Funding Required	Amber Hobby

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017.

Measurable Objective 1:

collaborate to improve proficiency in reading and mathematics by 05/30/2017 as measured by K-PREP.

Strategy1:

Reading Workshop - All Kindergarten through fifth grade teachers will be trained, deployed and monitored for fidelity to follow Reading Workshop methods of teaching reading aligned with Kentucky's common core standards.

Category: Continuous Improvement

Research Cited:

Activity - Supporting Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the fidelity of the reading workshops in each grade and assist teachers through resources, observations, modeling, and PLC work.	Academic Support Program	01/02/2017	12/29/2017	\$5000 - Title I Schoolwide	Julie Shepperd Mary Lee Craig

Strategy2:

School Readiness and Early Learning - All kindergartners will be assessed in BRIGANCE, the common statewide screener to assess their kindergarten readiness.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Northern Elementary School

Activity - Parents As Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will schedule several Parents As Teachers events throughout the school day. We will invite parents with children under school age to come to our school and do learning activities and become acquainted with our school and its staff.	Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Beth Rowlands

Activity - Preschool-Kindergarten Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Academic Support Program	05/01/2017	08/15/2017	\$0 - No Funding Required	kindergarten staff

Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener. Analyze the data from the screener and any other assessment for Early Childhood information.	Academic Support Program	08/01/2017	09/15/2017	\$1000 - District Funding	Preschool and Kindergarten teachers

Strategy3:

Lexia/Successmaker Math - Students will be provided 15 minutes daily of Lexia Reading and Successmaker Math.

Category: Integrated Methods for Learning

Research Cited:

Activity - Lexia and Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 15 minutes of both Lexia Reading and Successmaker Math daily through intentional scheduling.	Academic Support Program	01/02/2017	12/29/2017	\$15000 - District Funding	Mary Lee Craig Debra Thompson

Strategy4:

Curriculum Alignment and Assessments - Teachers will meet with school administrators in PLCs with their subject area counterparts and also in grade level PLCs. Our purpose will be to do formal data analysis of assessments, analyze our curricular, instructional, and assessment resources.

Category: Continuous Improvement

Research Cited:

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet in intentionally planned PLCs to review our curricular documents and instructional and assessment resources to determine the rigor and depth of knowledge we are teaching the standards at each grade level.	Academic Support Program	11/01/2016	12/15/2017	\$0 - No Funding Required	Julie Shepperd Mary Lee Craig

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017.

Measurable Objective 1:

collaborate to improve proficiency in reading and mathematics by 05/30/2017 as measured by K-PREP.

Strategy1:

School Readiness and Early Learning - All kindergartners will be assessed in BRIGANCE, the common statewide screener to assess their kindergarten readiness.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener. Analyze the data from the screener and any other assessment for Early Childhood information.	Academic Support Program	08/01/2017	09/15/2017	\$1000 - District Funding	Preschool and Kindergarten teachers

Narrative:

Brigance

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017.

Measurable Objective 1:

collaborate to improve proficiency in reading and mathematics by 05/30/2017 as measured by K-PREP.

Strategy1:

School Readiness and Early Learning - All kindergartners will be assessed in BRIGANCE, the common statewide screener to assess their kindergarten readiness.

Category: Early Learning

Research Cited:

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Activity - Preschool-Kindergarten Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Academic Support Program	05/01/2017	08/15/2017	\$0 - No Funding Required	kindergarten staff

Activity - Parents As Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will schedule several Parents As Teachers events throughout the school day. We will invite parents with children under school age to come to our school and do learning activities and become acquainted with our school and its staff.	Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Beth Rowlands

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency ratings from 65.6% to 71.8% by 2017.

Measurable Objective 1:

collaborate to improve proficiency in reading and mathematics by 05/30/2017 as measured by K-PREP.

Strategy1:

Lexia/Successmaker Math - Students will be provided 15 minutes daily of Lexia Reading and Successmaker Math.

Category: Integrated Methods for Learning

Research Cited:

Activity - Lexia and Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 15 minutes of both Lexia Reading and Successmaker Math daily through intentional scheduling.	Academic Support Program	01/02/2017	12/29/2017	\$15000 - District Funding	Mary Lee Craig Debra Thompson

Strategy2:

Curriculum Alignment and Assessments - Teachers will meet with school administrators in PLCs with their subject area counterparts and also in grade level PLCs. Our purpose will be to do formal data analysis of assessments, analyze our curricular, instructional, and assessment resources.

Category: Continuous Improvement

Research Cited:

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet in intentionally planned PLCs to review our curricular documents and instructional and assessment resources to determine the rigor and depth of knowledge we are teaching the standards at each grade level.	Academic Support Program	11/01/2016	12/15/2017	\$0 - No Funding Required	Julie Shepperd Mary Lee Craig

Strategy3:

School Readiness and Early Learning - All kindergartners will be assessed in BRIGANCE, the common statewide screener to assess their kindergarten readiness.

Category: Early Learning

Research Cited:

Activity - Preschool-Kindergarten Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Academic Support Program	05/01/2017	08/15/2017	\$0 - No Funding Required	kindergarten staff

Activity - Kindergarten Screening and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener. Analyze the data from the screener and any other assessment for Early Childhood information.	Academic Support Program	08/01/2017	09/15/2017	\$1000 - District Funding	Preschool and Kindergarten teachers

Activity - Parents As Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will schedule several Parents As Teachers events throughout the school day. We will invite parents with children under school age to come to our school and do learning activities and become acquainted with our school and its staff.	Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Beth Rowlands

Strategy4:

Reading Workshop - All Kindergarten through fifth grade teachers will be trained, deployed and monitored for fidelity to follow Reading Workshop methods of teaching reading aligned with Kentucky's common core standards.

Category: Continuous Improvement

Research Cited:

Activity - Supporting Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the fidelity of the reading workshops in each grade and assist teachers through resources, observations, modeling, and PLC work.	Academic Support Program	01/02/2017	12/29/2017	\$5000 - Title I Schoolwide	Julie Shepperd Mary Lee Craig

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59.4% in 2016 to 67% in 2017.

Measurable Objective 1:

collaborate to demonstrate a combined proficiency rating of 67% for combined reading and math by 05/31/2017 as measured by K-PREP.

Strategy1:

RTI - Students making little or no progress with the Tier 2 interventions will be referred to our Rtl program.

Category: Continuous Improvement

Research Cited:

Activity - Tier 3 Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receiving Tier 3 interventions will be provided with additional instruction in one or more of the following areas: extra Lexia support, Reading Horizons, small group tutoring in Reading and/or Math, extra SuccessMaker Math, and Custom Coursework.	Academic Support Program	01/02/2017	12/15/2017	\$25000 - Title I Schoolwide	Julie Shepperd Mary Lee Craig

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receiving Tier 3 interventions will be progress monitored weekly using AIMSWEB reading and math.	Academic Support Program	12/15/2016	12/15/2017	\$10000 - Title I Schoolwide	Mary Lee Craig

Activity - RTI Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once a student is referred to our school-wide Rtl program we will hold meetings at least every 8-9 weeks to discuss progress toward goals and make necessary changes to interventions. Interventionists will include intervention teachers, assistants, and classroom teachers. As much as possible all Rtl teams will include the principal, curriculum specialist, school psychologist, FRYSC coordinator, classroom teacher, interventionists, and the parents.	Academic Support Program	01/02/2017	12/15/2017	\$10000 - Title I Schoolwide	Julie Shepperd Mary Lee Craig

Strategy2:

Tier 2 Interventions - All students falling behind in the regular curriculum will receive Tier 2 interventions designated by the classroom teacher.

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Category: Continuous Improvement

Research Cited:

Activity - Tier 2 Intervosn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will assign students who are struggling with the regular curriculum to research-based interventions at the Tier 2 level. These interventions may be additional small groups, computer time, and/or other activities to assist the individual students.	Academic Support Program	01/02/2017	12/15/2017	\$10000 - Title I Schoolwide	Classroom teachers Mary Lee Craig

Goal 2:

Decrease Novice Reading with Free/Reduced Lunch meal students from 14.7% to 13.2% and Novice Math with Free/Reduced Lunch meal students from 8.6% to 7.7%.

Measurable Objective 1:

collaborate to Decrease Novice with Free/Reduced Lunch meal students in Reading and Math by 10% by 05/30/2017 as measured by K-PREP testing.

Strategy1:

MAP Data Analysis - We will assess students in Reading and Math using MAP three times a year. At each interval we will analyze the data and ensure that all students falling below proficiency are receiving interventions.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis and Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of reading and math will analyze MAP scores three times a year; fall, winter, and spring. Teachers will determine those students scoring below proficiency and ensure that all of these students receive interventions in reading and/or math.	Academic Support Program	01/02/2017	10/13/2017	\$0 - No Funding Required	Mary Lee Craig Julie Shepperd

Strategy2:

Special Education PLCs - The Special Education Department and school level administration will utilize best practice strategies and activities within the school related to identified KDE defined indicators as a process to increase outcomes for students with disabilities.

Category: Continuous Improvement

Research Cited:

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Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school level special education teachers, an administrator, and the liaison will meet no less than monthly to collaborate and communicate on instructional and behavioral supports, and review data from AIMSWEB and MAP testing related to our students with disabilities.	Academic Support Program	01/16/2017	12/15/2017	\$0 - No Funding Required	Amber Hobby

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:

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 and World Languages.

Measurable Objective 1:

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

Strategy1:

Program Reviews - 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 district 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. Any areas of need and resources to meet proficiency will be identified.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Julie Shepperd Mary Lee Craig Whitney Gonzales

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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 2 Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Julie Shepperd Mary Lee Craig

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?

Northern Elementary School opened its doors in the fall of 2010. Our students came from four different schools and now are merged into one. Presently the school population is approximately 450 students in 21 homerooms preschool through fifth grade.

The families we serve are from various socioeconomic backgrounds. Currently 100% of our students receive free lunch due to a district grant, however based on household income 69% of our students would qualify. The majority of our families are Caucasian, with a little less than 9% being minority. Approximately 5% of our students are currently served through our Response to Intervention program, and 20.54% of our students receive Special Education services. We have approximately 20% of our students identified Gifted and Talented or are in the Talent Pool.

Our goal, as given by the Kentucky Department of Education, is to ensure that all students are empowered with the skills, knowledge, and dispositions necessary to reach proficiency and graduate from high school college and career ready. In the 2015-2016 school year, Northern Elementary was classified as a distinguished school. We strive daily to provide rigorous instruction based on Kentucky's Common Core standards. Our students receive interventions and accommodations whenever necessary to ensure their success.

Our school implements First Mate Expectations for all students and staff. Each year the staff updates our school rules and procedures and adds new incentives for students. We have a Positive Behavior team that meets regularly to ensure we continue improving in this area.

A family resource center is located at the school to assist students and families. A full-time nurse is available to provide medical assistance when needed. We have an after-school childcare program we call the Pirates Playhouse that provides parents with quality childcare for children until 5:30 each evening.

Northern Elementary has a wide range of after school extracurricular activities that include youth league basketball for boys and girls, football, archery, cheerleading, academic team, future problem solving, chorus, and drama. All of our teams have been very competitive and won district and regional recognition. Our archery team has even performed at the state level and qualified for national competition.

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.

Our Mission Statement: Encouraging excellence in academics, character, and leadership for all students and staff.

Our mission statement was developed with input from parents and staff. It is based on what we believe and hope to accomplish as a school family. We understand the importance of providing our students with a quality education at this early point in their lives that will follow them through their future educational careers. We will ensure that each and every child receives the best possible education by keeping our focus on what each one needs. Presently, we provide students with interventions, accommodations for Special Education and Gifted and Talented needs, ESL assistance, tutoring, and a rigorous curriculum at every grade level.

Our school's staff and students have worked together to develop school-wide expectations that we refer to as "being a First Mate." Everyday we have students say together the expectations and our school pledge during the morning announcements. Our Family Resource Center coordinator reads an encouraging word for the day and announces positive behavior recognition winners. We plan celebrations regularly for students who follow school policies and procedures.

Our School Pledge:

As a student of Northern Elementary School,

I pledge today

I will take responsibility for my words, my actions, and my learning

Make choices count

Show respect for others

Respect myself

and Succeed

Our School Expectations:

M: Make Safe Choices

A: Act Respectful

T: Take Responsibility

E: Encourage Others

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.

Northern Elementary School is classified as a Distinguished school in the state of Kentucky. We can attribute that to our high achievement in test scores and our program reviews. In order to demonstrate continuous improvement, we have implemented the Reading and Writing workshop school-wide. Changing our method of teaching reading has helped us improve reading scores from 47% proficient and distinguished in 2012 to 69% this past spring.

Our Math scores on KPREP have hovered a little above 60% proficient and distinguished over the past three years. We have started a plan for improvement this year and will be working out schedules with each grade third through fifth to create more intervention time for those students not reaching proficiency.

We have a strong RTI program with several interventions in place to help our struggling learners. Programs currently being implemented include: Reading Horizons, Lexia Reading, SuccessMaker Math, Great Leaps and other fluency checks, and Reading Eggs. Custom courses have been created for students scoring novice and apprentice in reading and math for all 3rd-5th graders.

Northern Elementary continues to have a very competitive academic team. In the 2015-2016 school year, our academic team won first place in district and region. Our FPS team won first in district and region and our quick recall team won second in district and first in region. We had many students place in the written assessments with a 1st and 2nd place winner in Arts and Humanities in both the district and region games.

An Archery program was started in the 2013-2014 school year after receiving a grant to assist with the start-up cost. In their first season they qualified to shoot at the state competition. They have continued to improve each year, and actually won second place in the state competition this past year.

This year we have started a Beta Team for honor roll students who display good character. These students are making plans for a trip to New York City this summer.

Additional Information

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

At Northern Elementary, we want our community to know that every day we come to school we are working to the best of our ability to provide our students with the services and instruction necessary for them to become successful. Our staff is comprised of a highly educated teachers and experienced classified staff who deeply care for the students they teach.

Our teachers meet regularly with school administrators and their grade level peers to discuss the needs of individual students, our curriculum, and to stay updated on new initiatives throughout the state. We meet at least monthly as a school to work together on Program Reviews, data analysis, our positive behavior system, and other school priorities. Our teachers participate in professional learning throughout the school year and during the summer months that is focused on new educational programs, technology-based instruction, curriculum alignment, and other learning experiences that will move our students into the 21st Century successfully.