



KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School
Barren County

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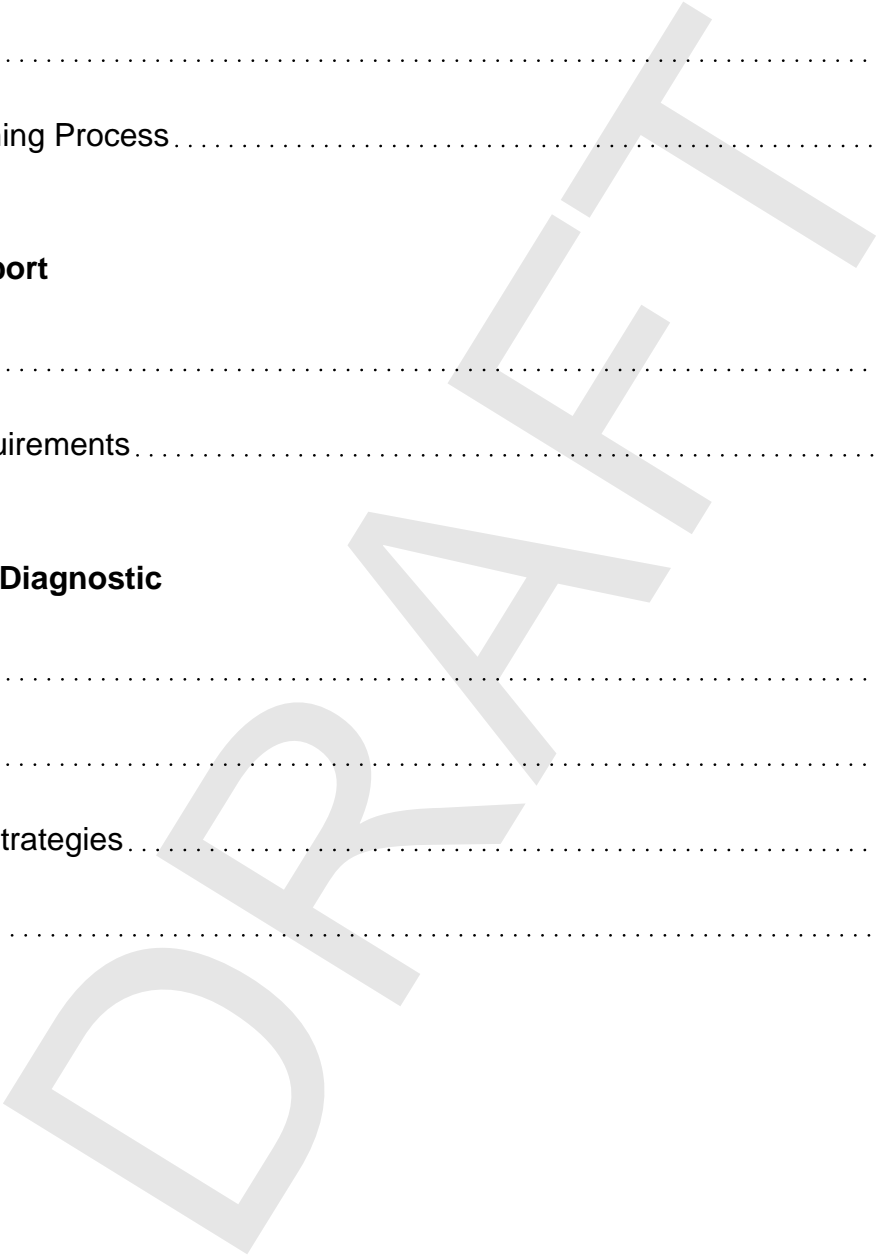
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Introduction

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.

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Executive Summary

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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.

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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?

Austin Tracy Elementary is a small school located in rural Barren County near Barren River Lake. The original school, built in 1948, has undergone several renovations to meet the ever-changing needs of our learning environment. Austin Tracy serves students from preschool through sixth grade, with a student population of 255. This student population has remained steady over the past three years. In addition, we currently have eighteen certified staff, fifteen classified staff, a full-time guidance counselor, and a principal. Our school provides educational opportunities for students through many diverse experiences. These experiences include updated technology, a 21st Century Community Learning Center partnership with Barren River Lake State Resort Park, outdoor classroom/walking trail, Junior Achievement, intermediate magnet program and a Literacy Lab. We have a strong PTO, a volunteer program and community members that work with students and participate in school activities to enhance the success of our school. This supports our school mission - All students at Austin Tracy will be educated to achieve at high levels. We are partners in your child 's education. We want you and your child to be involved in the Austin Tracy community.

School's Purpose

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

Our purpose at Austin Tracy Elementary is to provide a comprehensive education for each student in a safe, caring learning environment. Our mission statement is as follows: All students at Austin Tracy will be educated to achieve at high levels. Teachers, staff, parents, and students will have high expectations that support continuous learning. Students will learn in different ways in a safe and supportive environment.

Our guidelines for success allow us to SOAR: Show Respect, Only Positive Attitudes, Act Responsibly, Reach for Success.

Our students are provided rigorous core instruction in the areas of mathematics, reading, language, science, social studies, arts and humanities, health and physical education, and technology.

Our extracurricular activities include: Academic Team, Student Technology Leadership Program (STLP), Junior Beta Club, K Kids, Leadership Magnet Program, Eagles' Nest After-school Program, Gifted & Talented Program, PTO, Little League Basketball, Coach Pitch, Bitty Ball, Child Care, Cheerleading, 4-H, Drama, Softball, Archery, Student Council, Running Club, Girl Scouts and Boy Scouts.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school has been recognized as a Gold STLP School at the state Student Technology Leadership Program Awards. Students compete and place at regional and state showcases. Our Beta Club participates in many competitions at state conference and has also advanced to national competition. Last year our school received a Candidate School Award at the Kentucky Green and Healthy Schools Summit in Frankfort.

Austin Tracy was recognized for our efforts in the KY Green and Healthy Schools Initiative last year. We are the first elementary school in Barren County to acquire a classroom set of iPad2s for student to use in both our classrooms and afterschool programs. We have National Board Certified Teachers, numerous grants and many partnerships including our 21st Century Community Learning Center after-school program called the Eagles' Nest.

For several years we have focused on finding resources to meet the needs of our school community. In the past eight years, we have acquired over \$750,000 to expand our school offerings. This has allowed us to have a full time nurse, 21st CCLC Grant/Eagles' Nest, and artists in residence programs. About 15% of our students complete two hours of learning beyond the normal school day. We focus on improving learning by researching new scheduling and instructional methods. Most recently, we have received training on instructional strategies for students who are under-privileged.

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 Austin-Tracy, we address educational equity/gaps using countless resources. Our community resources are coordinated by our Family Resource Center in order to reduce the needs of our students. ATEs was the first elementary in Barren Co to add a full-time health dept nurse to our staff. Our teaching strategies include direct instruction (SRA Reading, Math-In-Focus, Reading Street, Daily 5/Cafe, Write Steps and History Alive) in an effort to reach the multiple intelligences of our students. Equity is also addressed through Exceptional Child Education, Raz-Kids, Compass Learning, STLP (Student Technology Leadership Program), Gifted & Talented Program (G/T), Character Education, Title I, Academic Team, CHAMPS Program, the Literacy Lab, and our extracurricular activities. Our Gifted and Talented Program includes a primary talent pool, & formal identification for 4th-6th. Our 21st Century Community Learning Grant allows us to provide engaging after school and summer programs.

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Austin-Tracy Elementary CSIP 2015-2016

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Overview

Plan Name

Austin-Tracy Elementary CSIP 2015-2016

Plan Description

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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	GAP GOAL- Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.9% in 2015 to 62.0% in 2017. (long-term delivery target)	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$3100
2	K-PREP PROFICIENCY GOAL- Increase the average combined reading and math K-PREP scores for elementary school students from 50.2% to 61.3% in 2017. (long-term delivery target)	Objectives: 2 Strategies: 4 Activities: 7	Organizational	\$24650
3	WRITING GOAL-Increase the average combined proficient/distinguished writing K-PREP scores for elementary school students from 36.3% in 2014 to 50.4% in 2017. (long-term delivery target)	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$2950
4	NEXT GENERATION PROFESSIONALS- Austin-Tracy Elementary will implement PGES according to district CEP. The baseline data from the 2015-2016 school year will be used to set 2016-2017 targets.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$1500
5	PROGRAM REVIEW-Austin Tracy will improve their Program Review Scores in each area by 10% each year.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2000
6	NOVICE REDUCTION GOAL - Austin-Tracy Elementary School will reduce the number of students scoring novice.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$2500

Goal 1: GAP GOAL- Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.9% in 2015 to 62.0% in 2017. (long-term delivery target)

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Austin-Tracy Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.9% to 62.0% by 05/26/2017 as measured by K-Prep scores.

Strategy 1:

Professional Development - All staff will receive professional development on research-based programs and strategies that, when successfully implemented and monitored, will impact student learning.

Category:

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will receive training and continue implementation of Math In Focus. Math PLC (professional learning communities) will review and monitor throughout school year. Mathematics teachers will participate in grade level appropriate training offered through GRREC and implement strategies in math classes.	Professional Learning	08/03/2012	05/26/2017	\$400	School Council Funds	principal, math teachers
Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be allotted to allow for reading and math vertical planning.	Academic Support Program	01/04/2016	05/26/2017	\$0	No Funding Required	principal, teachers

Strategy 2:

Progress Monitoring - We will use all available data to progress monitor our ECE and RTI students, many of whom are also free/reduced lunch eligible.

Category:

Activity - AIMS Web	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSWeb benchmarking and progress monitoring data will be collected on each student in RTI for reading and/or math. Data collection will occur weekly, and will be reviewed during S-Team meetings throughout the school year.	Academic Support Program	10/31/2012	05/22/2020	\$1200	District Funding	principal, RTI staff, Americorps

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Activity - Flexible Grouping/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduling of students for math and literacy will be structured for flexible grouping K-6 to allow students to work at the level they are demonstrating by using placement tests and program assessments. Students who are struggling based upon all available data will be referred for intervention services.	Academic Support Program	08/07/2012	05/26/2017	\$1500	General Fund	principal, teachers, paraeducators

Goal 2: K-PREP PROFICIENCY GOAL- Increase the average combined reading and math K-PREP scores for elementary school students from 50.2% to 61.3% in 2017. (long-term delivery target)

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores from 39.9% to 63.9% at Austin-Tracy Elementary School by 05/27/2016 as measured by K-Prep scores.

Strategy 1:

RTI/KSI - Focus will be placed upon students who struggle in the areas of reading and math, based upon all available data. Additional focus will be placed on students who fall in the G/T portion of KSI.

Category:

Activity - RTI for reading/math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement researched-based RTI for reading and math. Targeted students will continue to make progress measured by MAP, AIMSWeb, and K-Prep data.	Academic Support Program	10/31/2012	05/26/2017	\$21000	District Funding, School Council Funds	principal, ATES staff, Americorps

Activity - SAM (Student and Mentor)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student And Mentor program will be implemented to help students who need behavioral/ academic support and accountability, as well as organizational skills.	Behavioral Support Program	11/26/2012	05/26/2017	\$150	General Fund	principal, guidance counselor, family resource coordinator, teachers, paraeducators

Activity - Intermediate Magnet/Career Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be identified for the intermediate magnet program and will participate in activities revolving around the 4 pillars of success: academics, service, leadership and the arts.	Career Preparation/Orientation	08/08/2013	05/26/2017	\$1000	Other	guidance counselor, principal, magnet coordinator
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Strategy 2:

Literacy Initiatives - Various literacy initiatives will be implemented to address balanced literacy and vocabulary development in all content areas.

Category:

Activity - Literacy Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Daily 5/Cafe literacy framework will be continued with ongoing job embedded professional development.	Academic Support Program	07/01/2013	05/26/2017	\$250	School Council Funds	principal, librarian, literacy teachers

Strategy 3:

Math Initiative - Focus in mathematics will take place through core, RTI, and enrichment.

Category:

Activity - Numeracy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Everyday Counts calendar will be continued in grades K-1 and number talks will be continued K-6 to provide a platform for higher-level questioning and specific feedback.	Academic Support Program	10/08/2012	05/26/2017	\$750	School Council Funds	principal, math teachers
Activity - Singapore Method	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math in Focus (Singapore Method) will be continued for core instruction for grades K-6. This program is aligned to KCAS and provides real-world problems involving multiple operations as well as visual methods to problem solving.	Academic Support Program	08/07/2012	05/26/2017	\$500	Other	principal, math teachers, GRREC personnel

Measurable Objective 2:

collaborate to identify students who have not demonstrated kindergarten readiness by 09/05/2016 as measured by Brigance Kindergarten Screeners and MAP or AIMS Web data.

Strategy 1:

Kindergarten Readiness - Entering kindergarten, students will be assessed within the first thirty days of school with the Brigance. On-going monitoring will be completed by administering the MAP assessment in fall, winter, and spring.

Category: Learning Systems

Research Cited: Best practice

SY 2015-2016

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Activity - KInergarten Readiness Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before school starts or within the first thirty days of school all students entering Kindergarten will be assessed using the Brigance K Screener.	Academic Support Program	07/01/2014	09/05/2016	\$1000	Read to Achieve	Kindergarten teachers and identified school staff.

Goal 3: WRITING GOAL-Increase the average combined proficient/distinguished writing K-PREP scores for elementary school students from 36.3% in 2014 to 50.4% in 2017. (long-term delivery target)

Measurable Objective 1:

A 14% increase of Fifth and Sixth grade students will demonstrate a proficiency in writing to increase the average combined proficient/distinguished writing K-PREP scores to 30% at Austin-Tracy Elementary School in English Language Arts by 05/29/2015 as measured by the K-PREP assessment.

Strategy 1:

Varied Writing Experiences - Teachers will adhere to the district writing plan and Common Core ELA standards to ensure a comprehensive writing experience at each grade level and across the curriculum for every student.

Category:

Activity - Posting of Improved/Proficient Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Proficient student writing will be displayed at various locations throughout the school. Prompt and/or assignment will be posted as well.	Academic Support Program	08/07/2012	05/26/2017	\$0	General Fund	teachers, principal, curriculum resource teacher

Activity - Celebration of Student Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read their published works in our daily morning meetings and post their published works in various settings.	Academic Support Program	08/08/2013	05/26/2017	\$500	General Fund	teachers, principal, curriculum resource teacher

Activity - Student Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers/Staff will provide on-going verbal and/or written feedback to each student during the writing process for all types of writing (including constructed response). Name and Claim will be continued in order to provide extra curriculum support to help students reach their next level of success.	Academic Support Program	08/09/2013	05/26/2017	\$0	No Funding Required	teachers, staff, principal, curriculum resource teacher
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Activity - On-Demand Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5-6 will be administered on-demand writing learning checks three times per year.	Academic Support Program	08/08/2013	05/26/2017	\$250	General Fund	teachers, staff, principal, curriculum resource teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide Kentucky Writing Project writing training and on-demand writing training sessions for writing teachers in grades four through six will occur. Writing vertical planning will take place during staff development sessions.	Academic Support Program	06/22/2015	05/26/2017	\$2200	Other	ATES teachers and staff

Goal 4: NEXT GENERATION PROFESSIONALS- Austin-Tracy Elementary will implement PGES according to district CEP. The baseline data from the 2015-2016 school year will be used to set 2016-2017 targets.

Measurable Objective 1:

collaborate to increase the overall effectiveness of our teachers from established baseline to 2016 target by 06/30/2016 as measured by state-wide Professional Growth and Evaluation System.

Strategy 1:

Professional Development - Orientation will be provided for all teachers. District support staff will be available to help with components (verifying rosters, self-reflection, PGG's, SGG's and Student Voice).

Category: Teacher PGES

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive an overview training on PGES (Professional Growth and Effectiveness System).	Professional Learning	06/01/2013	05/27/2016	\$0	Other	Teachers, District Staff, Principal

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Activity - GRREC Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will attend trainings with GRREC (Green River Regional Educational Cooperative) to learn about strategies and activities to improve proficiency in math and their professional practice. Writing teachers will attend trainings led by Atherton and Abell to strengthen writing and literacy strategies.	Professional Learning	08/07/2013	05/27/2016	\$1500	General Fund	Math Teachers, District Staff, Principal

Measurable Objective 2:

collaborate to increase the overall effectiveness of principals from established baseline to target by 05/27/2016 as measured by new state wide Professional Growth and Evaluation System.

Strategy 1:

Professional Learning EDS Module - Principal will review the EDS module to ensure fidelity with TPGES.

Category: Principal PGES

Activity - Professional Learning EDS Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will participate in a PLC with other principals and train on the new evaluation system. Principal will use the system with all teachers.	Other	06/03/2013	05/26/2017	\$0	Other	District staff, principal

Goal 5: PROGRAM REVIEW-Austin Tracy will improve their Program Review Scores in each area by 10% each year.

Measurable Objective 1:

collaborate to improve their Arts and Humanities, Writing, Practical Living, World Language/Global Competency and K-3 Primary Programs at Austin-Tracy Elementary by 05/26/2017 as measured by Program Review Scores.

Strategy 1:

Arts and Humanities - Students will be exposed to various art forms by professional artists and staff will participate in job-embedded professional learning in the arts.

Category: Learning Systems

Activity - Staff Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guest artists will provide professional learning opportunities for all staff in the areas of arts and humanities.	Academic Support Program	01/04/2016	05/26/2017	\$1000	General Fund	principal, ATES teachers and staff

Activity - Guests Artists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Guest artists will present various forms of arts and humanities to the student body.	Academic Support Program	10/12/2015	05/26/2017	\$500	General Fund	principal, ATEs teachers and staff
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Strategy 2:

World Language/Global Competency - Students will be exposed to the targeted language in both written and verbal communication forms.

Category: Learning Systems

Activity - Communicating and Performing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided opportunities to communicate and perform various world languages in multiple settings (i.e. core instruction, related arts classes, morning meeting celebrations, special programs, etc...).	Academic Support Program	08/06/2015	05/26/2017	\$250	General Fund	principal, ATEs teachers and staff

Activity - Evidence Collection and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence of activities will be gathered from teachers/staff for documentation.	Academic Support Program	08/06/2015	05/26/2017	\$250	General Fund	WL/GC PLC, ATEs teachers and staff, principal

Goal 6: NOVICE REDUCTION GOAL - Austin-Tracy Elementary School will reduce the number of students scoring novice.

Measurable Objective 1:

A 50% decrease of Third, Fourth, Fifth and Sixth grade students will demonstrate student proficiency (pass rate) by progressing from novice performance into apprentice or above in Reading by 05/29/2020 as measured by K-PREP assessment data.

Strategy 1:

ECE/Novice-Performing Students - ECE teachers and all ATEs staff will collaborate to decrease the percentage of ECE students performing in the novice range in reading.

Category: Learning Systems

Activity - Co-Teaching/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ECE teachers and all ATES teachers/staff will meet the needs of ECE students and novice-performing students in a co-teaching/collaborative classroom setting. Common planning will occur to ensure that ECE students and novice-performing students are exposed to grade-level common core standards and mastery of those standards is occurring.	Academic Support Program	08/06/2015	05/29/2020	\$1000	General Fund	ATES teachers/staff, principal
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Activity - Research-Based Strategies and Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will implement research-based strategies using Hattie's and Mitchell's research and strategies such as the Daily Five Literacy Framework. Walk-throughs, co-teaching monitoring checklists, and instructional rounds will be used to document implementation.	Academic Support Program	08/06/2015	05/29/2020	\$250	General Fund	principal, ATES teachers and staff

Measurable Objective 2:

A 50% decrease of Third, Fourth, Fifth and Sixth grade students will demonstrate student proficiency (pass rate) by progressing from novice performance into apprentice or above in Mathematics by 05/29/2020 as measured by K-PREP assessment data.

Strategy 1:

Novice-Performing/ECE Students - ECE teachers and all ATES staff will collaborate to decrease the percentage of ECE students performing in the novice range in mathematics.

Category: Learning Systems

Activity - Co-Teaching/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ATES teachers/staff and ECE teachers will meet the needs of ECE students and novice-performing students in a co-teaching/collaboration classroom setting. Common planning will occur to ensure that ECE students and novice-performing students are exposed to grade level common core standards and mastery of those standards is occurring.	Academic Support Program	08/06/2015	05/29/2020	\$1000	General Fund	ATES teachers and staff, principal

Activity - Documentation and Research-Based Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will implement research-based strategies such as Number Talks, Singapore Method, Conceptual Building Blocks, Daily 3 plus 1, and math writing. Walk-throughs, co-teaching monitoring checklists, and instructional rounds will be used to document implementation.	Academic Support Program	08/06/2015	05/29/2020	\$250	General Fund	principal, ATES teachers and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Framework	The Daily 5/Cafe literacy framework will be continued with ongoing job embedded professional development.	Academic Support Program	07/01/2013	05/26/2017	\$250	principal, librarian, literacy teachers
RTI for reading/math	Continue to implement researched-based RTI for reading and math. Targeted students will continue to make progress measured by MAP, AIMSWeb, and K-Prep data.	Academic Support Program	10/31/2012	05/26/2017	\$1000	principal, ATES staff, Americorps
Numeracy	Everyday Counts calendar will be continued in grades K-1 and number talks will be continued K-6 to provide a platform for higher-level questioning and specific feedback.	Academic Support Program	10/08/2012	05/26/2017	\$750	principal, math teachers
Math Professional Development	Mathematics teachers will receive training and continue implementation of Math In Focus. Math PLC (professional learning communities) will review and monitor throughout school year. Mathematics teachers will participate in grade level appropriate training offered through GRREC and implement strategies in math classes.	Professional Learning	08/03/2012	05/26/2017	\$400	principal, math teachers
Total					\$2400	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intermediate Magnet/Career Experience	Students will be identified for the intermediate magnet program and will participate in activities revolving around the 4 pillars of success: academics, service, leadership and the arts.	Career Preparation/Orientation	08/08/2013	05/26/2017	\$1000	guidance counselor, principal, magnet coordinator
Training	Teachers will receive an overview training on PGES (Professional Growth and Effectiveness System).	Professional Learning	06/01/2013	05/27/2016	\$0	Teachers, District Staff, Principal
Singapore Method	Math in Focus (Singapore Method) will be continued for core instruction for grades K-6. This program is aligned to KCAS and provides real-world problems involving multiple operations as well as visual methods to problem solving.	Academic Support Program	08/07/2012	05/26/2017	\$500	principal, math teachers, GRREC personnel

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Professional Learning EDS Module	Principal will participate in a PLC with other principals and train on the new evaluation system. Principal will use the system with all teachers.	Other	06/03/2013	05/26/2017	\$0	District staff, principal
Professional Development	School-wide Kentucky Writing Project writing training and on-demand writing training sessions for writing teachers in grades four through six will occur. Writing vertical planning will take place during staff development sessions.	Academic Support Program	06/22/2015	05/26/2017	\$2200	ATES teachers and staff
Total					\$3700	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Klndergarten Readiness Screener	Before school starts or within the first thirty days of school all students entering Kindergarten will be assessed using the Brigance K Screener.	Academic Support Program	07/01/2014	09/05/2016	\$1000	Kindergarten teachers and identified school staff.
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Planning	Time will be allotted to allow for reading and math vertical planning.	Academic Support Program	01/04/2016	05/26/2017	\$0	principal, teachers
Student Feedback	Teachers/Staff will provide on-going verbal and/or written feedback to each student during the writing process for all types of writing (including constructed response). Name and Claim will be continued in order to provide extra curriculum support to help students reach their next level of success.	Academic Support Program	08/09/2013	05/26/2017	\$0	teachers, staff, principal, curriculum resource teacher
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI for reading/math	Continue to implement researched-based RTI for reading and math. Targeted students will continue to make progress measured by MAP, AIMSWeb, and K-Prep data.	Academic Support Program	10/31/2012	05/26/2017	\$20000	principal, ATES staff, Americorps
AIMS Web	AIMSWeb benchmarking and progress monitoring data will be collected on each student in RTI for reading and/or math. Data collection will occur weekly, and will be reviewed during S-Team meetings throughout the school year.	Academic Support Program	10/31/2012	05/22/2020	\$1200	principal, RTI staff, Americorps

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Total

\$21200

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Demand Experiences	Students in grades 5-6 will be administered on-demand writing learning checks three times per year.	Academic Support Program	08/08/2013	05/26/2017	\$250	teachers, staff, principal, curriculum resource teacher
GRREC Trainings	Math teachers will attend trainings with GRREC (Green River Regional Educational Cooperative) to learn about strategies and activities to improve proficiency in math and their professional practice. Writing teachers will attend trainings led by Atherton and Abell to strengthen writing and literacy strategies.	Professional Learning	08/07/2013	05/27/2016	\$1500	Math Teachers, District Staff, Principal
Research-Based Strategies and Documentation	Teachers and staff will implement research-based strategies using Hattie's and Mitchell's research and strategies such as the Daily Five Literacy Framework. Walk-throughs, co-teaching monitoring checklists, and instructional rounds will be used to document implementation.	Academic Support Program	08/06/2015	05/29/2020	\$250	principal, ATES teachers and staff
Celebration of Student Writing	Students will read their published works in our daily morning meetings and post their published works in various settings.	Academic Support Program	08/08/2013	05/26/2017	\$500	teachers, principal, curriculum resource teacher
Flexible Grouping/RTI	Scheduling of students for math and literacy will be structured for flexible grouping K-6 to allow students to work at the level they are demonstrating by using placement tests and program assessments. Students who are struggling based upon all available data will be referred for intervention services.	Academic Support Program	08/07/2012	05/26/2017	\$1500	principal, teachers, paraeducators
Guests Artists	Guest artists will present various forms of arts and humanities to the student body.	Academic Support Program	10/12/2015	05/26/2017	\$500	principal, ATES teachers and staff
SAM (Student and Mentor)	Student And Mentor program will be implemented to help students who need behavioral/ academic support and accountability, as well as organizational skills.	Behavioral Support Program	11/26/2012	05/26/2017	\$150	principal, guidance counselor, family resource coordinator, teachers, paraeducators

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

Staff Development	Guest artists will provide professional learning opportunities for all staff in the areas of arts and humanities.	Academic Support Program	01/04/2016	05/26/2017	\$1000	principal, ATES teachers and staff
Co-Teaching/Collaboration	All ATES teachers/staff and ECE teachers will meet the needs of ECE students and novice-performing students in a co-teaching/collaboration classroom setting. Common planning will occur to ensure that ECE students and novice-performing students are exposed to grade level common core standards and mastery of those standards is occurring.	Academic Support Program	08/06/2015	05/29/2020	\$1000	ATES teachers and staff, principal
Posting of Improved/Proficient Work	Proficient student writing will be displayed at various locations throughout the school. Prompt and/or assignment will be posted as well.	Academic Support Program	08/07/2012	05/26/2017	\$0	teachers, principal, curriculum resource teacher
Evidence Collection and Monitoring	Evidence of activities will be gathered from teachers/staff for documentation.	Academic Support Program	08/06/2015	05/26/2017	\$250	WL/GC PLC, ATES teachers and staff, principal
Co-Teaching/Collaboration	ECE teachers and all ATES teachers/staff will meet the needs of ECE students and novice-performing students in a co-teaching/collaborative classroom setting. Common planning will occur to ensure that ECE students and novice-performing students are exposed to grade-level common core standards and mastery of those standards is occurring.	Academic Support Program	08/06/2015	05/29/2020	\$1000	ATES teachers/staff, principal
Documentation and Research-Based Strategies	Teachers and staff will implement research-based strategies such as Number Talks, Singapore Method, Conceptual Building Blocks, Daily 3 plus 1, and math writing. Walk-throughs, co-teaching monitoring checklists, and instructional rounds will be used to document implementation.	Academic Support Program	08/06/2015	05/29/2020	\$250	principal, ATES teachers and staff
Communicating and Performing	Students will be provided opportunities to communicate and perform various world languages in multiple settings (i.e. core instruction, related arts classes, morning meeting celebrations, special programs, etc...).	Academic Support Program	08/06/2015	05/26/2017	\$250	principal, ATES teachers and staff
Total					\$8400	

KDE Needs Assessment

DRAFT

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

DRAFT

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?**

PLCs were organized around the nine standards of the SISI document. These PLCs were designated by our SBDM council and consisted of teachers, parents, FRC personnel, and school administration. PLCs represented a needs assessment team to gather data for school improvement.

Results from K-PREP, MAP, classroom assessments, and other assessments were used to identify areas of strengths and weaknesses for our school. These forms of data helped us find the weak or inconsistent areas in our curriculum and instruction. According to this data, writing continues to be a major weakness for our school. However, written expression seems to not be a barrier to learning within our school. The school writing team is working hard to consistently analyze writing data to make informed decisions.

Documents within the Lead to Learn grant through GRREC and the TELL survey were used to determine culture and climate at Austin-Tracy.

DRAFT

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?

K-PREP assessment data indicated that our male population outperformed our female population in social studies. In addition, our ECE population struggled to meet proficiency targets in mathematics.

We are continuing to implement and refine standards-based units of instruction along with high-yield instructional strategies across all content areas. Our PLCs are focused on improving classroom practices in all areas by meeting at least twice per month to review data, analyze student work, and refine instructional strategies. In addition, co-teachers plan weekly to ensure success of all students.

DRAFT

Opportunities for Improvement

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

The K-PREP results indicated that our students were under-performing in the area of writing on the on-demand portion of the assessment. Classroom and program review data do not show that writing performance is as low as indicated on the K-PREP. Our academic performance PLCs will continue to collaborate to analyze all forms of data and present levels of student performance. The goal is to find the missing link between classroom performance in writing and performance on the K-PREP on-demand writing assessment.

Writing teachers will attend intensive professional learning sessions, then report back to all staff to help our school-wide writing focus.

DRAFT

Conclusion

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

We will continue to evaluate and monitor all aspects of our school and will work collaboratively to address areas of weakness and/or concern. We will also monitor the implementation and impact of our CSIP to ensure that our goals are being effectively addressed and reported to the SBDM council throughout the school year. Our CSIP will be a fluid document and, therefore, will be adjusted as needed based upon student performance data.

Overall, we were not satisfied with our students' performance on the K-PREP assessment. We have implemented writing across all content areas, and have implemented stations in upper grades mathematics classrooms.

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KDE Compliance and Accountability - Schools

DRAFT

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.

DRAFT

Planning and Accountability Requirements

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

Goal 1:

GAP GOAL- Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.9% in 2015 to 62.0% in 2017. (long-term delivery target)

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Austin-Tracy Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.9% to 62.0% by 05/26/2017 as measured by K-Prep scores.

Strategy1:

Professional Development - All staff will receive professional development on research-based programs and strategies that, when successfully implemented and monitored, will impact student learning.

Category:

Research Cited:

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be allotted to allow for reading and math vertical planning.	Academic Support Program	01/04/2016	05/26/2017	\$0 - No Funding Required	principal, teachers

Goal 2:

WRITING GOAL-Increase the average combined proficient/distinguished writing K-PREP scores for elementary school students from 36.3% in 2014 to 50.4% in 2017. (long-term delivery target)

Measurable Objective 1:

A 14% increase of Fifth and Sixth grade students will demonstrate a proficiency in writing to increase the average combined proficient/distinguished writing K-PREP scores to 30% at Austin-Tracy Elementary School in English Language Arts by 05/29/2015 as measured by the K-PREP assessment.

Strategy1:

Varied Writing Experiences - Teachers will adhere to the district writing plan and Common Core ELA standards to ensure a comprehensive writing experience at each grade level and across the curriculum for every student.

Category:

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Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide Kentucky Writing Project writing training and on-demand writing training sessions for writing teachers in grades four through six will occur. Writing vertical planning will take place during staff development sessions.	Academic Support Program	06/22/2015	05/26/2017	\$2200 - Other	ATES teachers and staff

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

Goal 1:

K-PREP PROFICIENCY GOAL- Increase the average combined reading and math K-PREP scores for elementary school students from 50.2% to 61.3% in 2017. (long-term delivery target)

Measurable Objective 1:

collaborate to identify students who have not demonstrated kindergarten readiness by 09/05/2016 as measured by Brigance Kindergarten Screeners and MAP or AIMS Web data.

Strategy1:

Kindergarten Readiness - Entering kindergarten, students will be assessed within the first thirty days of school with the Brigance. On-going monitoring will be completed by administering the MAP assessment in fall, winter, and spring.

Category: Learning Systems

Research Cited: Best practice

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before school starts or within the first thirty days of school all students entering Kindergarten will be assessed using the Brigance K Screener.	Academic Support Program	07/01/2014	09/05/2016	\$1000 - Read to Achieve	Kindergarten teachers and identified school staff.

Measurable Objective 2:

collaborate to increase the averaged combined reading and math K-Prep scores from 39.9% to 63.9% at Austin-Tracy Elementary School by 05/27/2016 as measured by K-Prep scores.

Strategy1:

RTI/KSI - Focus will be placed upon students who struggle in the areas of reading and math, based upon all available data. Additional focus will be placed on students who fall in the G/T portion of KSI.

Category:

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

Research Cited:

Activity - RTI for reading/math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement researched-based RTI for reading and math. Targeted students will continue to make progress measured by MAP, AIMSWeb, and K-Prep data.	Academic Support Program	10/31/2012	05/26/2017	\$20000 - District Funding \$1000 - School Council Funds	principal, ATES staff, Americorps

Activity - SAM (Student and Mentor)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student And Mentor program will be implemented to help students who need behavioral/ academic support and accountability, as well as organizational skills.	Behavioral Support Program	11/26/2012	05/26/2017	\$150 - General Fund	principal, guidance counselor, family resource coordinator, teachers, paraeducators

Activity - Intermediate Magnet/Career Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified for the intermediate magnet program and will participate in activities revolving around the 4 pillars of success: academics, service, leadership and the arts.	Career Preparation/ Orientation	08/08/2013	05/26/2017	\$1000 - Other	guidance counselor, principal, magnet coordinator

Strategy2:

Literacy Initiatives - Various literacy initiatives will be implemented to address balanced literacy and vocabulary development in all content areas.

Category:

Research Cited:

Activity - Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Daily 5/Cafe literacy framework will be continued with ongoing job embedded professional development.	Academic Support Program	07/01/2013	05/26/2017	\$250 - School Council Funds	principal, librarian, literacy teachers

Strategy3:

Math Initiative - Focus in mathematics will take place through core, RTI, and enrichment.

Category:

Research Cited:

Activity - Singapore Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math in Focus (Singapore Method) will be continued for core instruction for grades K-6. This program is aligned to KCAS and provides real-world problems involving multiple operations as well as visual methods to problem solving.	Academic Support Program	08/07/2012	05/26/2017	\$500 - Other	principal, math teachers, GRRCC personnel

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Austin Tracy Elementary School

Activity - Numeracy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Everyday Counts calendar will be continued in grades K-1 and number talks will be continued K-6 to provide a platform for higher-level questioning and specific feedback.	Academic Support Program	10/08/2012	05/26/2017	\$750 - School Council Funds	principal, math teachers

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

Goal 1:
K-PREP PROFICIENCY GOAL- Increase the average combined reading and math K-PREP scores for elementary school students from 50.2% to 61.3% in 2017. (long-term delivery target)

Measurable Objective 1:
collaborate to identify students who have not demonstrated kindergarten readiness by 09/05/2016 as measured by Brigance Kindergarten Screeners and MAP or AIMS Web data.

Strategy1:
Kindergarten Readiness - Entering kindergarten, students will be assessed within the first thirty days of school with the Brigance. On-going monitoring will be completed by administering the MAP assessment in fall, winter, and spring.
Category: Learning Systems
Research Cited: Best practice

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before school starts or within the first thirty days of school all students entering Kindergarten will be assessed using the Brigance K Screener.	Academic Support Program	07/01/2014	09/05/2016	\$1000 - Read to Achieve	Kindergarten teachers and identified school staff.

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

Goal 1:
K-PREP PROFICIENCY GOAL- Increase the average combined reading and math K-PREP scores for elementary school students from 50.2% to 61.3% in 2017. (long-term delivery target)

Measurable Objective 1:
collaborate to identify students who have not demonstrated kindergarten readiness by 09/05/2016 as measured by Brigance Kindergarten

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

Screeners and MAP or AIMS Web data.

Strategy1:

Kindergarten Readiness - Entering kindergarten, students will be assessed within the first thirty days of school with the Brigance. On-going monitoring will be completed by administering the MAP assessment in fall, winter, and spring.

Category: Learning Systems

Research Cited: Best practice

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before school starts or within the first thirty days of school all students entering Kindergarten will be assessed using the Brigance K Screener.	Academic Support Program	07/01/2014	09/05/2016	\$1000 - Read to Achieve	Kindergarten teachers and identified school staff.

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

Goal 1:

K-PREP PROFICIENCY GOAL- Increase the average combined reading and math K-PREP scores for elementary school students from 50.2% to 61.3% in 2017. (long-term delivery target)

Measurable Objective 1:

collaborate to identify students who have not demonstrated kindergarten readiness by 09/05/2016 as measured by Brigance Kindergarten Screeners and MAP or AIMS Web data.

Strategy1:

Kindergarten Readiness - Entering kindergarten, students will be assessed within the first thirty days of school with the Brigance. On-going monitoring will be completed by administering the MAP assessment in fall, winter, and spring.

Category: Learning Systems

Research Cited: Best practice

Activity - Kindergarten Readiness Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before school starts or within the first thirty days of school all students entering Kindergarten will be assessed using the Brigance K Screener.	Academic Support Program	07/01/2014	09/05/2016	\$1000 - Read to Achieve	Kindergarten teachers and identified school staff.

Measurable Objective 2:

collaborate to increase the averaged combined reading and math K-Prep scores from 39.9% to 63.9% at Austin-Tracy Elementary School by 05/27/2016 as measured by K-Prep scores.

KDE Comprehensive School Improvement Plan

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Strategy1:

RTI/KSI - Focus will be placed upon students who struggle in the areas of reading and math, based upon all available data. Additional focus will be placed on students who fall in the G/T portion of KSI.

Category:

Research Cited:

Activity - RTI for reading/math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement researched-based RTI for reading and math. Targeted students will continue to make progress measured by MAP, AIMSWeb, and K-Prep data.	Academic Support Program	10/31/2012	05/26/2017	\$20000 - District Funding \$1000 - School Council Funds	principal, ATES staff, Americorps

Strategy2:

Literacy Initiatives - Various literacy initiatives will be implemented to address balanced literacy and vocabulary development in all content areas.

Category:

Research Cited:

Activity - Literacy Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Daily 5/Cafe literacy framework will be continued with ongoing job embedded professional development.	Academic Support Program	07/01/2013	05/26/2017	\$250 - School Council Funds	principal, librarian, literacy teachers

Strategy3:

Math Initiative - Focus in mathematics will take place through core, RTI, and enrichment.

Category:

Research Cited:

Activity - Singapore Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math in Focus (Singapore Method) will be continued for core instruction for grades K-6. This program is aligned to KCAS and provides real-world problems involving multiple operations as well as visual methods to problem solving.	Academic Support Program	08/07/2012	05/26/2017	\$500 - Other	principal, math teachers, GRREC personnel

Activity - Numeracy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Everyday Counts calendar will be continued in grades K-1 and number talks will be continued K-6 to provide a platform for higher-level questioning and specific feedback.	Academic Support Program	10/08/2012	05/26/2017	\$750 - School Council Funds	principal, math teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP GOAL- Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.9% in 2015 to 62.0% in 2017. (long-term delivery target)

Measurable Objective 1:

collaborate to decrease the overall achievement gap at Austin-Tracy Elementary School by increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.9% to 62.0% by 05/26/2017 as measured by K-Prep scores.

Strategy1:

Progress Monitoring - We will use all available data to progress monitor our ECE and RTI students, many of whom are also free/reduced lunch eligible.

Category:

Research Cited:

Activity - Flexible Grouping/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduling of students for math and literacy will be structured for flexible grouping K-6 to allow students to work at the level they are demonstrating by using placement tests and program assessments. Students who are struggling based upon all available data will be referred for intervention services.	Academic Support Program	08/07/2012	05/26/2017	\$1500 - General Fund	principal, teachers, paraeducators

Activity - AIMS Web	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSWeb benchmarking and progress monitoring data will be collected on each student in RTI for reading and/or math. Data collection will occur weekly, and will be reviewed during S-Team meetings throughout the school year.	Academic Support Program	10/31/2012	05/22/2020	\$1200 - District Funding	principal, RTI staff, Americorps

Strategy2:

Professional Development - All staff will receive professional development on research-based programs and strategies that, when successfully implemented and monitored, will impact student learning.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be allotted to allow for reading and math vertical planning.	Academic Support Program	01/04/2016	05/26/2017	\$0 - No Funding Required	principal, teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will receive training and continue implementation of Math In Focus. Math PLC (professional learning communities) will review and monitor throughout school year. Mathematics teachers will participate in grade level appropriate training offered through GRREC and implement strategies in math classes.	Professional Learning	08/03/2012	05/26/2017	\$400 - School Council Funds	principal, math teachers

Goal 2:

WRITING GOAL-Increase the average combined proficient/distinguished writing K-PREP scores for elementary school students from 36.3% in 2014 to 50.4% in 2017. (long-term delivery target)

Measurable Objective 1:

A 14% increase of Fifth and Sixth grade students will demonstrate a proficiency in writing to increase the average combined proficient/distinguished writing K-PREP scores to 30% at Austin-Tracy Elementary School in English Language Arts by 05/29/2015 as measured by the K-PREP assessment.

Strategy1:

Varied Writing Experiences - Teachers will adhere to the district writing plan and Common Core ELA standards to ensure a comprehensive writing experience at each grade level and across the curriculum for every student.

Category:

Research Cited:

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Staff will provide on-going verbal and/or written feedback to each student during the writing process for all types of writing (including constructed response). Name and Claim will be continued in order to provide extra curriculum support to help students reach their next level of success.	Academic Support Program	08/09/2013	05/26/2017	\$0 - No Funding Required	teachers, staff, principal, curriculum resource teacher

Activity - Celebration of Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read their published works in our daily morning meetings and post their published works in various settings.	Academic Support Program	08/08/2013	05/26/2017	\$500 - General Fund	teachers, principal, curriculum resource teacher

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

Activity - On-Demand Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 5-6 will be administered on-demand writing learning checks three times per year.	Academic Support Program	08/08/2013	05/26/2017	\$250 - General Fund	teachers, staff, principal, curriculum resource teacher

Activity - Posting of Improved/Proficient Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proficient student writing will be displayed at various locations throughout the school. Prompt and/or assignment will be posted as well.	Academic Support Program	08/07/2012	05/26/2017	\$0 - General Fund	teachers, principal, curriculum resource teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide Kentucky Writing Project writing training and on-demand writing training sessions for writing teachers in grades four through six will occur. Writing vertical planning will take place during staff development sessions.	Academic Support Program	06/22/2015	05/26/2017	\$2200 - Other	ATES teachers and staff

Goal 3:

NOVICE REDUCTION GOAL - Austin-Tracy Elementary School will reduce the number of students scoring novice.

Measurable Objective 1:

A 50% decrease of Third, Fourth, Fifth and Sixth grade students will demonstrate student proficiency (pass rate) by progressing from novice performance into apprentice or above in Mathematics by 05/29/2020 as measured by K-PREP assessment data.

Strategy1:

Novice-Performing/ECE Students - ECE teachers and all ATES staff will collaborate to decrease the percentage of ECE students performing in the novice range in mathematics.

Category: Learning Systems

Research Cited:

Activity - Documentation and Research-Based Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will implement research-based strategies such as Number Talks, Singapore Method, Conceptual Building Blocks, Daily 3 plus 1, and math writing. Walk-throughs, co-teaching monitoring checklists, and instructional rounds will be used to document implementation.	Academic Support Program	08/06/2015	05/29/2020	\$250 - General Fund	principal, ATES teachers and staff

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

Activity - Co-Teaching/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ATES teachers/staff and ECE teachers will meet the needs of ECE students and novice-performing students in a co-teaching/collaboration classroom setting. Common planning will occur to ensure that ECE students and novice-performing students are exposed to grade level common core standards and mastery of those standards is occurring.	Academic Support Program	08/06/2015	05/29/2020	\$1000 - General Fund	ATES teachers and staff, principal

Measurable Objective 2:

A 50% decrease of Third, Fourth, Fifth and Sixth grade students will demonstrate student proficiency (pass rate) by progressing from novice performance into apprentice or above in Reading by 05/29/2020 as measured by K-PREP assessment data.

Strategy1:

ECE/Novice-Performing Students - ECE teachers and all ATES staff will collaborate to decrease the percentage of ECE students performing in the novice range in reading.

Category: Learning Systems

Research Cited:

Activity - Co-Teaching/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers and all ATES teachers/staff will meet the needs of ECE students and novice-performing students in a co-teaching/collaborative classroom setting. Common planning will occur to ensure that ECE students and novice-performing students are exposed to grade-level common core standards and mastery of those standards is occurring.	Academic Support Program	08/06/2015	05/29/2020	\$1000 - General Fund	ATES teachers/staff, principal

Activity - Research-Based Strategies and Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will implement research-based strategies using Hattie's and Mitchell's research and strategies such as the Daily Five Literacy Framework. Walk-throughs, co-teaching monitoring checklists, and instructional rounds will be used to document implementation.	Academic Support Program	08/06/2015	05/29/2020	\$250 - General Fund	principal, ATES teachers and staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

PROGRAM REVIEW-Austin Tracy will improve their Program Review Scores in each area by 10% each year.

Measurable Objective 1:

collaborate to improve their Arts and Humanities, Writing, Practical Living, World Language/Global Competency and K-3 Primary Programs at Austin-Tracy Elementary by 05/26/2017 as measured by Program Review Scores.

Strategy1:

World Language/Global Competency - Students will be exposed to the targeted language in both written and verbal communication forms.

Category: Learning Systems

Research Cited:

Activity - Evidence Collection and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence of activities will be gathered from teachers/staff for documentation.	Academic Support Program	08/06/2015	05/26/2017	\$250 - General Fund	WL/GC PLC, ATES teachers and staff, principal

Activity - Communicating and Performing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided opportunities to communicate and perform various world languages in multiple settings (i.e. core instruction, related arts classes, morning meeting celebrations, special programs, etc...).	Academic Support Program	08/06/2015	05/26/2017	\$250 - General Fund	principal, ATES teachers and staff

Strategy2:

Arts and Humanities - Students will be exposed to various art forms by professional artists and staff will participate in job-embedded professional learning in the arts.

Category: Learning Systems

Research Cited:

Activity - Guests Artists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest artists will present various forms of arts and humanities to the student body.	Academic Support Program	10/12/2015	05/26/2017	\$500 - General Fund	principal, ATES teachers and staff

KDE Comprehensive School Improvement Plan

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Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest artists will provide professional learning opportunities for all staff in the areas of arts and humanities.	Academic Support Program	01/04/2016	05/26/2017	\$1000 - General Fund	principal, ATEs teachers and staff

DRAFT

KDE Assurances - School

DRAFT

Introduction

KDE Assurances - School

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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		

KDE Comprehensive School Improvement Plan

Austin Tracy 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.	N/A		

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

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

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

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Austin Tracy 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://www.barren.kyschools.us/4/Forms	

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

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

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

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

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

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The Missing Piece

DRAFT

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.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

The stakeholders involved in completing the Missing Piece diagnostic were Rebecca Warren (school therapist), Kalie Crowder (parent), Jeanie Rogers (teacher), and Leigh Ann Allbright (community member).

DRAFT

Relationship Building

Overall Rating: 2.71

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

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

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

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.43

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

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

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

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

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

DRAFT

Decision Making

Overall Rating: 2.0

	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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Advocacy

Overall Rating: 2.33

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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: 2.33

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers 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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 2.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

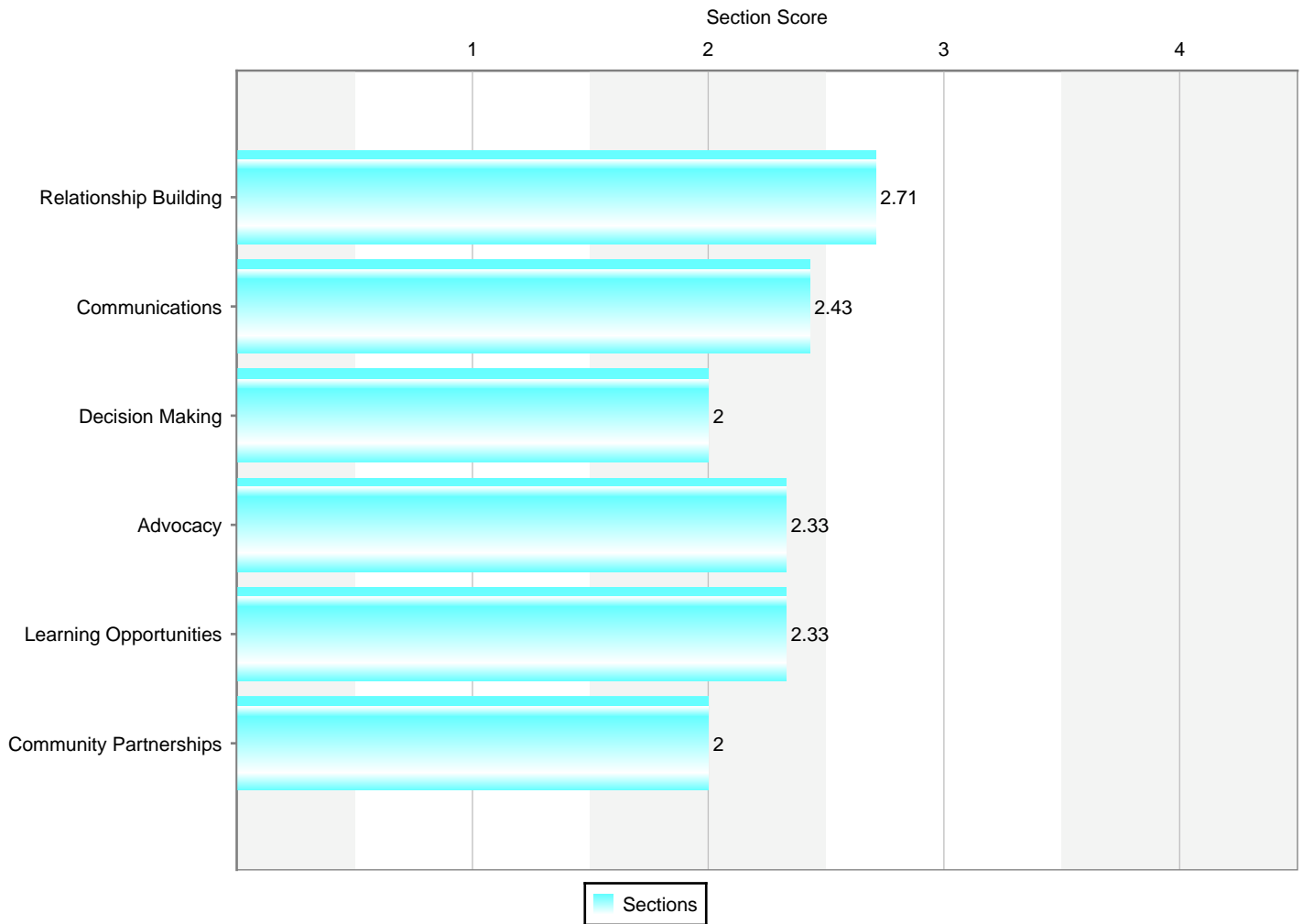
Reflect upon your responses to each of the Missing Piece objectives.

Staff members communicate through a variety of sources with parents/families about student progress, school-wide activities, and weekly learning goals. The school's area of improvement continues to be parental involvement. We will continue to use a variety of communication sources to involve parents/families in their child(ren)'s learning. The SBDM council will continue to evaluate all areas of the Missing Piece document with extra attention given to parent/family involvement.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

DRAFT

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.

DRAFT

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.

Parents and community members who are on our school committees as well as parents who play an active role in the PTO were invited to participate in the improvement plan planning meetings. Meetings were held at various times to attempt to accommodate all schedules. Parent volunteers were also asked their input as the plan was being formed and revised.

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

Representations included: parents, community members, and volunteers. They were invited to meetings and asked to provide input throughout the process.

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

The final improvement plan was presented in an open-meeting format (SBDM meeting). Parents and community members were invited to attend. The plan was also mentioned in One Call reminders, Remind 101, and on our school website.

School Safety Report

DRAFT

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	10-26-15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 5, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Austin Tracy Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	10-21-14	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	fire drill 8-6-15 and 8-24-15 tornado 8-6-15 lockdown 8-6-15 earthquake 10-15-15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

DRAFT

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Review of data was conducted to determine barriers. Results were positive.	

What are the barriers identified?

All classes are taught by highly-qualified educators at Austin-Tracy. There was an average of 13.7 years of teaching experience which indicates that new teachers are surrounded by cohorts to provide needed support.

Our district/school has identified the need to indoctrinate our newly hired teachers. This process has been identified as our New Teacher Induction which provides on-going professional learning as well as district/school supports.

What sources of data were used to determine the barriers?

- Principal Interview
- School and District Report Card Data
- TELL Survey
- School-Level Surveys
- New Teacher Surveys

What are the root causes of those identified barriers?

Younger staff members have not had the opportunity to be involved in the same level and amount of professional learning as seasoned teachers; therefore, designated mentors and district support needed to be assigned to these individuals in order to ensure their understanding and provide additional support.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Since last year was the first year of full implementation regarding PGES, all teachers in their summative cycle met their PGG and SGG. However, not every teacher has gone through a complete cycle of the PGES summative evaluation process, so it will be a couple more years before we truly have accurate data. We expect to be able to better utilize this data as a reliable resource for evaluating teacher effectiveness and as a tool for providing additional support for those new to the profession.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

No teachers are teaching outside of their field of expertise. All students have access to the related arts teachers on a weekly basis. Flexible grouping is utilized in the primary program which means that all students are exposed to each teacher at each grade level based on the learning needs of the child. Upper primary and intermediate teachers use the departmentalization approach to teaching core academic subjects with all students rotating through at least one class daily. Students are randomly assigned to homerooms as well.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

All teachers are teaching in their field; therefore, this is a non-issue. Students are assigned randomly to classrooms, unless skill-grouping is necessary for reading and/or mathematics. All teachers are involved in the data disaggregation process to determine students who are low-achieving. All teachers closely monitor and track student performance, but specifically those who often need additional opportunities to grasp concepts or build background knowledge. Data indicates that gap reduction is taking place.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Our district and school-level administration participate in job fairs. We also have a large number of student teachers within our school. Based on the performance of the student teachers, we are fortunate to hire some of the best and brightest. Furthermore, the job fair provides the opportunity to meet other new teachers eager to be hired.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

- Recruitment Fairs
- Leading to Learn Grant through GRREC
- Data Retreat and Data Team Process
- District Novice Reduction Team

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

- District support through CRTs and Technology Resource Teachers
- Side-by-Side Coaching
- New Teacher Induction Program
- District PLCs (content)
- District mentorship program

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

- New Teacher Induction Program
- Mentorship Program
- CRT/TRT coaching

There are no out-of-field teachers according to our data.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

With this being only the second year of full PGES implementation, many teachers still have not completed the summative cycle; therefore, there is not a great deal of data showing teachers falling below accomplished. If we do encounter teachers scoring below accomplished, we will utilize the Kentucky Framework for Teachers as a guide for the examples and models which allow teachers to advance their current level of performance. By working with district leadership and CRTs, we will model lessons and provide side-by-side coaching to help our teachers internalize these expectations.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

According to TELL data, parent/family involvement continues to be a need for our school. School and district leaders are working with existing staff to work on a solution to this deficit in the data. Working conditions, according to TELL, are not a huge issue; however, continued growth is always needed to move forward.

Professional learning occurs weekly at ATES, with minutes taken and resources shared among all staff.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Next Generation Professionals Goal, Novice Reduction Goal, Proficiency Goal.

The strategies and activities associated with each contribute to ensuring equitable access to all students, as they provide concrete details that support the goals.

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