



Comprehensive School Improvement Plan

Allen County Intermediate Center
Allen County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

The school data show that the vast majority of teachers and administrators are experienced, veteran educators. The data would also indicate a trend with special education teachers to enter that profession as transition teachers and that the turnover rate for this group exceeds that of regular classroom teachers.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

The vast majority of teachers in this school are native to this county. Many leave for college and return home hoping to obtain a teaching position in one of our three schools. However, very few of those prospective teachers pursue a degree in exceptional education. Therefore, when an exceptional education position is created, the pool of fully certified candidates is limited. The trend is to hire candidates who are certified in other areas but are pursuing or willing to pursue an alternate certification in exceptional education.

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

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

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

OR

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

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

Goal 1:

ACIC will recruit, hire and retain highly qualified and highly effective teachers.

Measurable Objective 1:

100% of All Students will increase student growth by being taught by a highly effective teacher. in Reading by 05/30/2018 as measured by an increase in the percent of students scoring proficient and distinguished and a decrease in the percent of students scoring novice. .

Strategy1:

Embedded professional development - Teachers will participate in a variety of professional development activities related to the Framework for Teaching. In addition, there will be ongoing training of PEBC with a focus on embedding the thinking strategies into daily instruction.

These efforts will be ongoing and assisted by using an instructional coach for collaboration and feedback.

Category: Teacher PGES

Research Cited: PEBC and thinking strategies research. These are supported in the research findings of John Hattie.

Activity - Pilot PEBC training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A group of eight teachers will receive extensive training in the PEBC model. They will be able to share their expertise with other members of the faculty.	Academic Support Program	09/01/2016	05/31/2017	\$10000 - District Funding	Pilot teachers, instructional coach, principal

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

The SBDM council. Geoff Rather and A. J. Anderson, parents. Also, Mary Jo DeWitt, Niki Francis and Derick Marr; teachers.

Relationship Building

Overall Rating: 3.14

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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

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

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

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

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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

Advocacy

Overall Rating: 2.83

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

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

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

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

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

Learning Opportunities

Overall Rating: 2.5

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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

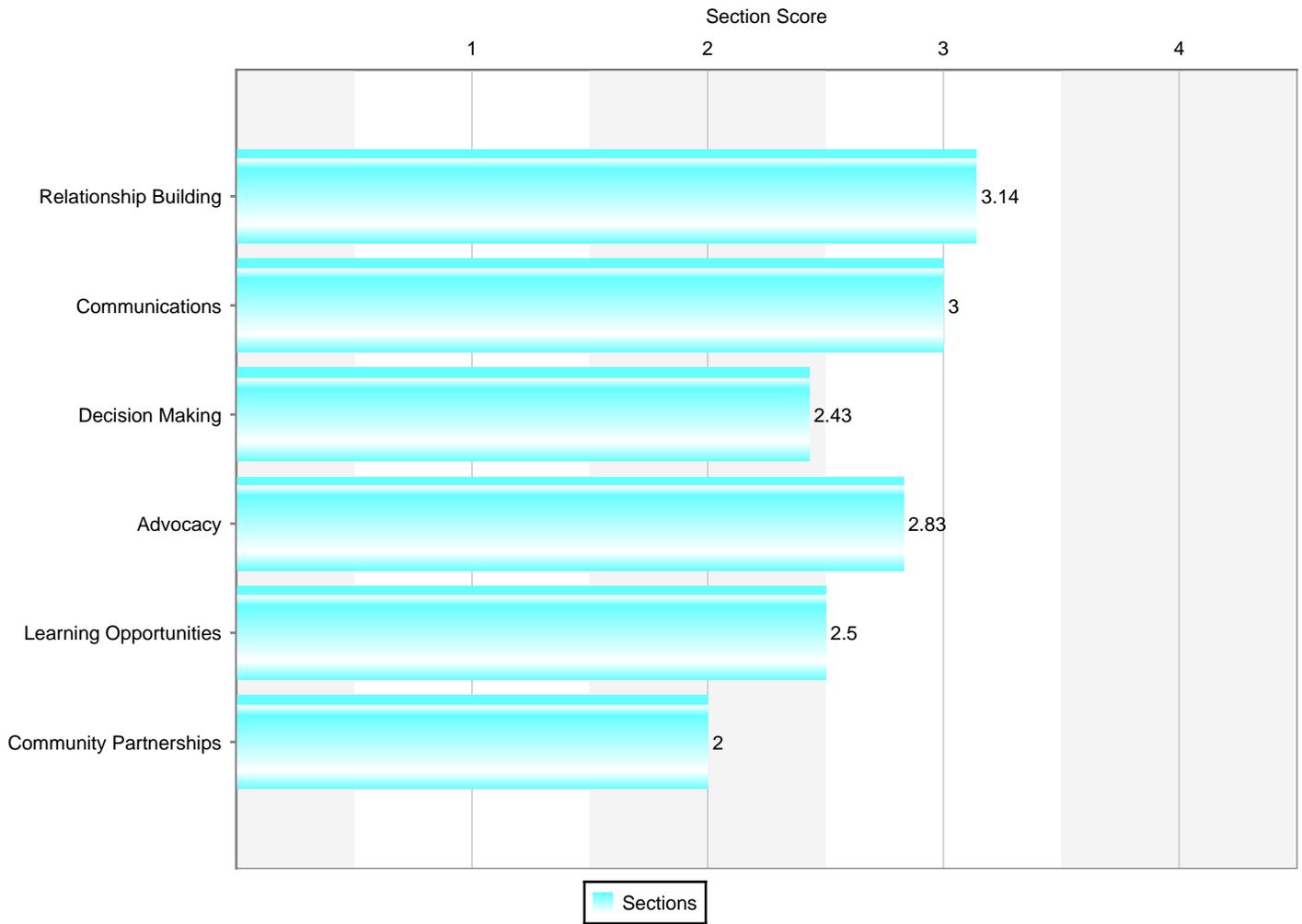
Reflection

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

Parental involvement is a continuing barrier to improving educational opportunities for our students. We have established a culture goal this year to provide at least 12 opportunities for parents to come into the building and be either entertained or informed about the initiatives at the school.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At the school level, teachers and staff were asked for feedback at PLC, faculty and staff meetings. In addition, the school SBDM council reviews the CSIP annually. Finally, informal discussions with the PTO board and parent members in attendance at monthly meetings were held where the goals of the school were discussed.

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

For the most part, the information was shared via the administration in large and small group. This is a growth area for the school. However, limited parental involvement is an ongoing issue.

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 will be presented to the faculty and staff as a guiding resource. In addition, it will be presented and approved by the SBDM council of Allen County Intermediate Center. It will also be shared electronically with those parents who are on our email distribution list.

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The data collected will help guide instruction for the entire school year. The data will identify strengths and weakness that our teachers will use to make adjustments within the classroom and the entire school. The data will not inform teachers on content specific information that would help them narrow their focus in one area.

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?

The Allen County Intermediate Center showed strengths in the following areas: The Intermediate Center was above state average in Reading, and Science (proficient). ACIC was just below state average in the areas of reading and math (distinguished). ACIC continues to implement programs to sustain these areas of strengths. RTI, literacy strategies, quarterly assessment, and professional development are the main strategies used at ACIC.

Opportunities for Improvement

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

The Intermediate Center needs to improve in the areas of reading, math and writing. We are narrowing our focus on the new standards. The PEBC literacy strategies, quarterly assessments, Star reading and math interventions, RTI, and PLCs are all in place to help address our areas of concerns.

Conclusion

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

The Intermediate Center will continue with the district's plan to progress toward excellence. We will continue to work with PEBc. We will also continue to analyze test data to drive our instruction.

CSIP 2016-2017

Overview

Plan Name

CSIP 2016-2017

Plan Description

Improvement plan 16-17

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The percentage of non duplicated gap students scoring novice in reading will be reduced each year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	The percentage of students scoring novice in math will be reduced.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
3	ACIC will recruit, hire and retain highly qualified and highly effective teachers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
4	ACIC will increase parent participation and engagement.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: The percentage of non duplicated gap students scoring novice in reading will be reduced each year.

Measurable Objective 1:

A total of 23 Fourth, Fifth and Sixth grade Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will increase student growth in reading in Reading by 05/26/2017 as measured by 23 fewer students will score novice in the area of reading..

Strategy 1:

Pilot PEBC training - 4th, 5th, and 6th grade teachers are being trained in PEBC. Teachers will implement the workshop model which has literacy strategies embedded to enhance student learning. Consequently, the students will become better readers and better at answering open response and constructed response questions. Thinking strategies will be used on a daily basis by teachers throughout the building. Teachers will effectively use common formative and summative assessments to gauge student learning and to impact lesson planning. Student in the non duplicated will be targeted for more intensive reading instruction in tiers I, II, and III.

Category: Learning Systems

Research Cited: PEBC and the workshop model is a proven method of instruction that provides students opportunities to achieve at higher levels.

Activity - PEBC Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of workshop model to create a student centered environment with the teacher acting as facilitator.	Academic Support Program	08/03/2016	05/26/2017	\$0	District Funding	Administrators, instructional coaches, teachers, PEBC trainers, and support staff.

Goal 2: The percentage of students scoring novice in math will be reduced.

Measurable Objective 1:

10% of Fourth, Fifth and Sixth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will increase student growth in mathematics. in Mathematics by 05/26/2017 as measured by 10 percent fewer students scoring novice in math..

Strategy 1:

Response to intervention - Students scoring a the novice level on all assessments (KPREP, STAR, and building level quarterly assessments) will be targeted for math intervention. Students will receive extra instruction via the teacher, Moby Max learning, Great Leaps math and through the ESS math academy. In addition, all teachers will be trained and implement the use of thinking strategies and the workshop model through PEBC instructors, instructional coaching, and in-house training.

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Category: Learning Systems

Research Cited: RTI is cited as having positive effects with implemented with fidelity. In addition, Moby max learning also has research that shows students who use the program on a regular basis show marked improvements in mathematics.

Activity - RTI and instructional support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extra instruction in math via target small groups, Moby Max learning, math academy ESS, and instructional coaching.	Academic Support Program	08/03/2016	05/26/2017	\$5000	District Funding	Teachers, instructional coaches, classified aides and the administration .

Goal 3: ACIC will recruit, hire and retain highly qualified and highly effective teachers.

Measurable Objective 1:

100% of All Students will increase student growth by being taught by a highly effective teacher. in Reading by 05/30/2018 as measured by an increase in the percent of students scoring proficient and distinguished and a decrease in the percent of students scoring novice. .

Strategy 1:

Embedded professional development - Teachers will participate in a variety of professional development activities related to the Framework for Teaching. In addition, there will be ongoing training of PEBC with a focus on embedding the thinking strategies into daily instruction. These efforts will be ongoing and assisted by using an instructional coach for collaboration and feedback.

Category: Teacher PGES

Research Cited: PEBC and thinking strategies research. These are supported in the research findings of John Hattie.

Activity - Pilot PEBC training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of eight teachers will receive extensive training in the PEBC model. They will be able to share their expertise with other members of the faculty. In addition, the instructional coach will provide opportunities for all teachers to be trained using thinking strategies and to give feedback on implementation.	Academic Support Program	09/01/2016	05/31/2017	\$10000	District Funding	Pilot teachers, instructional coach, teachers, and principal.

Goal 4: ACIC will increase parent participation and engagement.

Measurable Objective 1:

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increase student growth with parents being more involved in the educational process of their children. by 05/26/2017 as measured by holding at least 12 events and opportunities for parents to be involved. .

Strategy 1:

Parent education and involvement - The school Lighthouse team in collaboration with the other faculty members will plan for at least 12 parent involvement events throughout the year. Some will be for entertainment only. However, many events should focus on the academic progress of the school and students. Several opportunities for parent education and student leadership will be presented throughout the year.

Category: Stakeholder Engagement

Research Cited: Much of what we do will come for The Leader In Me initiative. This work stems from Stephen Covey's work on the 7 Habits of Highly Successful People.

Activity - Parent Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement nights, parent education nights, student led conferencing opportunities.	Parent Involvement	08/10/2016	05/26/2017	\$0	No Funding Required	All teaching and support staff as well as counselors, instructional coaches and administration .

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PEBC Workshop Model	Implementation of workshop model to create a student centered environment with the teacher acting as facilitator.	Academic Support Program	08/03/2016	05/26/2017	\$0	Administrator S, instructional coaches, teachers, PEBC trainers, and support staff.
Pilot PEBC training	A group of eight teachers will receive extensive training in the PEBC model. They will be able to share their expertise with other members of the faculty. In addition, the instructional coach will provide opportunities for all teachers to be trained using thinking strategies and to give feedback on implementation.	Academic Support Program	09/01/2016	05/31/2017	\$10000	Pilot teachers, instructional coach, teachers, and principal.
RTI and instructional support	Extra instruction in math via target small groups, Moby Max learning, math academy ESS, and instructional coaching.	Academic Support Program	08/03/2016	05/26/2017	\$5000	Teachers, instructional coaches, classified aides and the administration .
Total					\$15000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Nights	Parent involvement nights, parent education nights, student led conferencing opportunities.	Parent Involvement	08/10/2016	05/26/2017	\$0	All teaching and support staff as well as counselors, instructional coaches and administration .
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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.	N/A		

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

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

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

Comprehensive School Improvement Plan

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

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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.	Yes		

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

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

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

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

Comprehensive School Improvement Plan

Allen County Intermediate Center

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.allen.kyschools.us/Default.aspx	

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

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

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

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

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

Comprehensive School Improvement Plan

Allen County Intermediate Center

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

ACIC will increase parent participation and engagement.

Measurable Objective 1:

increase student growth with parents being more involved in the educational process of their children. by 05/26/2017 as measured by holding at least 12 events and opportunities for parents to be involved. .

Strategy1:

Parent education and involvement - The school Lighthouse team in collaboration with the other faculty members will plan for at least 12 parent involvement events throughout the year. Some will be for entertainment only. However, many events should focus on the academic progress of the school and students. Several opportunities for parent education and student leadership will be presented throughout the year.

Category: Stakeholder Engagement

Research Cited: Much of what we do will come for The Leader In Me initiative. This work stems from Stephen Covey's work on the 7 Habits of Highly Successful People.

Activity - Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent involvement nights, parent education nights, student led conferencing opportunities.	Parent Involvement	08/10/2016	05/26/2017	\$0 - No Funding Required	All teaching and support staff as well as counselors, instructional coaches and administration.

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

Goal 1:

The percentage of students scoring novice in math will be reduced.

Measurable Objective 1:

10% of Fourth, Fifth and Sixth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will increase student growth in mathematics. in Mathematics by 05/26/2017 as measured by 10 percent fewer students scoring novice in math..

Comprehensive School Improvement Plan

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Strategy1:

Response to intervention - Students scoring at the novice level on all assessments (KPREP, STAR, and building level quarterly assessments) will be targeted for math intervention. Students will receive extra instruction via the teacher, Moby Max learning, Great Leaps math and through the ESS math academy. In addition, all teachers will be trained and implement the use of thinking strategies and the workshop model through PEBC instructors, instructional coaching, and in-house training.

Category: Learning Systems

Research Cited: RTI is cited as having positive effects with implemented with fidelity. In addition, Moby max learning also has research that shows students who use the program on a regular basis show marked improvements in mathematics.

Activity - RTI and instructional support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extra instruction in math via target small groups, Moby Max learning, math academy ESS, and instructional coaching.	Academic Support Program	08/03/2016	05/26/2017	\$5000 - District Funding	Teachers, instructional coaches, classified aides and the administration.

Goal 2:

ACIC will recruit, hire and retain highly qualified and highly effective teachers.

Measurable Objective 1:

100% of All Students will increase student growth by being taught by a highly effective teacher. in Reading by 05/30/2018 as measured by an increase in the percent of students scoring proficient and distinguished and a decrease in the percent of students scoring novice. .

Strategy1:

Embedded professional development - Teachers will participate in a variety of professional development activities related to the Framework for Teaching. In addition, there will be ongoing training of PEBC with a focus on embedding the thinking strategies into daily instruction.

These efforts will be ongoing and assisted by using an instructional coach for collaboration and feedback.

Category: Teacher PGES

Research Cited: PEBC and thinking strategies research. These are supported in the research findings of John Hattie.

Activity - Pilot PEBC training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A group of eight teachers will receive extensive training in the PEBC model. They will be able to share their expertise with other members of the faculty. In addition, the instructional coach will provide opportunities for all teachers to be trained using thinking strategies and to give feedback on implementation.	Academic Support Program	09/01/2016	05/31/2017	\$10000 - District Funding	Pilot teachers, instructional coach, teachers, and principal.

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

N/A (this question does not apply)

Comprehensive School Improvement Plan

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

The percentage of non duplicated gap students scoring novice in reading will be reduced each year.

Measurable Objective 1:

A total of 23 Fourth, Fifth and Sixth grade Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will increase student growth in reading in Reading by 05/26/2017 as measured by 23 fewer students will score novice in the area of reading..

Strategy1:

Pilot PEBC training - 4th, 5th, and 6th grade teachers are being trained in PEBC. Teachers will implement the workshop model which has literacy strategies embedded to enhance student learning. Consequently, the students will become better readers and better at answering open response and constructed response questions. Thinking strategies will be used on a daily basis by teachers throughout the building. Teachers will effectively use common formative and summative assessments to gauge student learning and to impact lesson planning. Student in the non duplicated will be targeted for more intensive reading instruction in tiers I, II, and III.

Category: Learning Systems

Research Cited: PEBC and the workshop model is a proven method of instruction that provides students opportunities to achieve at higher levels.

Activity - PEBC Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of workshop model to create a student centered environment with the teacher acting as facilitator.	Academic Support Program	08/03/2016	05/26/2017	\$0 - District Funding	Administrators, instructional coaches, teachers, PEBC trainers, and support staff.

Goal 2:

The percentage of students scoring novice in math will be reduced.

Measurable Objective 1:

10% of Fourth, Fifth and Sixth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will increase student growth in mathematics. in

Comprehensive School Improvement Plan

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Mathematics by 05/26/2017 as measured by 10 percent fewer students scoring novice in math..

Strategy1:

Response to intervention - Students scoring a the novice level on all assessments (KPREP, STAR, and building level quarterly assessments) will be targeted for math intervention. Students will receive extra instruction via the teacher, Moby Max learning, Great Leaps math and through the ESS math academy. In addition, all teachers will be trained and implement the use of thinking strategies and the workshop model through PEBC instructors, instructional coaching, and in-house training.

Category: Learning Systems

Research Cited: RTI is cited as having positive effects with implemented with fidelity. In addition, Moby max learning also has research that shows students who use the program on a regular basis show marked improvements in mathematics.

Activity - RTI and instructional support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extra instruction in math via target small groups, Moby Max learning, math academy ESS, and instructional coaching.	Academic Support Program	08/03/2016	05/26/2017	\$5000 - District Funding	Teachers, instructional coaches, classified aides and the administration.

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:

Students will have increased opportunities in writing, PLVS and arts and humanities.

Measurable Objective 1:

100% of All Students will increase student growth by exposing students to rich and varied learning opportunities through writing and the arts. in Art & Humanities by 05/26/2017 as measured by providing multiple opportunities for engagement in the arts and by provide writing instruction daily using the workshop model. .

Strategy1:

Writing workshop - All students will write daily using the writer's workshop strategy.

Category: Learning Systems

Comprehensive School Improvement Plan

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Research Cited: This is based on the work by Lucy Caulkins and Nancy Atwell.

Activity - writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily writer's workshop	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	All teachers, instructional coach and administration.

Executive Summary

Introduction

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

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

Description of the School

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

ACIC is a growing school housing over 700 4th, 5th, and 6th grade students. Approximately 65% of our students economically disadvantaged and approximately 14% have IEPs. There are a total of 26 homerooms and 46 certified staff including classroom teachers, ECE teachers, Title I, instructional coaches, counselors and administration. In addition, there are 16 classified staff including office and support staff. We are located in the city of Scottsville, Kentucky in the southcentral portion of the state. The last three years has seen a steady growth in our student population. In addition, there has been an administrative change in the principalship. ACIC is also working toward becoming a Leader In Me School and has had multiple learning opportunities toward those ends.

ACIC became a proficient school in 2015-2016 and has continued to make academic improvements and has more students than ever scoring proficient and distinguished in reading and math. Through The Leader In Me and PBIS implementation, there has been a 35% decrease in the number of office referrals the past two years.

Challenges to our school include poor attendance and a lack of parental involvement. Efforts have been put in place to improve both and thereby create an increased value in education.

School's Purpose

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

The mission statement was revised in the summer of 2016 to simply read "Learn, Lead, Succeed." It is our belief that if students take an active role in their education and that we provide them leadership opportunities, they can be successful. We work diligently each day to build self efficacy in our students and to understand that they can achieve great things through their own efforts. The school has streamlined its curriculum and eliminated anything during the school day that does not directly improve student achievement. Also, using the Leader In Me model, students have daily leadership opportunities both at the classroom and building level. In creating these opportunities, students are much more engaged with our school and see themselves as valued contributors to our school community.

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.

The past two years have seen ACIC have more students score proficient and distinguished in the areas of reading and math than ever before. ACIC was named a "High Progress" school for 2014-2015 and continues to be a proficient school. In addition, efforts have been made to improve in the area of program review and we have seen notable growth there as well. Discipline is improving as evidenced by a 35% decrease in the number of office referrals the past two years.

Areas for improvement are a decrease in the number of novice students in reading, and improvement in overall writing achievement and improved attendance. In the next three years we would like to see our reading novice percent below 10%. Currently, it is nearly 17%. Also, in the next three years we want our NAPD score in writing to improve by 10 points and put us above both the district and state average. Finally, efforts are underway to improve attendance at ACIC. Ultimately, we would like to see our yearly attendance rate above 96%.

Additional Information

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

ACIC is a school on the rise. The school has exceptionally talented teachers who are committed to improving and providing our students with the best educational opportunities possible.