



Comprehensive School Improvement Plan

Allen County Primary 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.		ACPC School Equity Diagnostic

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

ACPC has a good balance of new teachers versus experienced teachers. The need for more male role models for our students, in particular our male students, continues to be an area of concern and focus.

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.

ACPC does not have a natural diverse student body. The barriers that are created by this include providing meaningful global ready students that are knowledgeable about the diversity that exists outside of our school. The root cause of this is that Allen County does not have a diverse population. Allen County Primary Center is the only K-3rd grade public school in the county; therefore, we serve all students that attend public school. As diversity grows in the county so will diversity grow in our school.

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

All students at Allen County Primary Center will be taught by an effective teacher and led by an effective leaders

Measurable Objective 1:

collaborate to develop teacher capacity by 05/31/2017 as measured by by improved instructional practices and increased student achievement.

Strategy1:

TPGES, PPGES, and OPGES - School level implementation of TPGES including observations, conferences, student growth goals, professional development plans, self-reflections, and student-voice surveys.

Category: Continuous Improvement

Research Cited:

Activity - PEBC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue training with PEBC, highlighting Workshop instructional strategy and thinking strategies.	Professional Learning	08/04/2016	06/01/2017	\$0 - No Funding Required \$25000 - State Funds	Principal, Instructional Coach, and PEBC Coach

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 classroom teachers will meet in PLCs/Data teams to analyze data, create goals, implement differentiated instructional strategies, and measure outcomes.	Professional Learning	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

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Activity - ACPC Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership development during bimonthly meetings	Other - Leadership development	08/04/2016	06/01/2017	\$0 - No Funding Required	ACPC Leadership Staff

Activity - Pilot teaching program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained as pilot teachers with individual coaching provided by PEBC trainers throughout the school year.	Professional Learning	09/01/2016	06/01/2017	\$10000 - General Fund	Assistant Superintendent of Instruction, Principal, PEBC trainer, instructional coach

Goal 2:

Allen County Primary Center will continually work toward ensuring all students are reading on grade level.

Measurable Objective 1:

75% of Third grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 2:

90% of Pre-K grade students will demonstrate a proficiency for Kindergarten Readiness in Reading by 06/01/2017 as measured by Brigance screener.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

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Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 3:

75% of First grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by Being A Reader Assessment .

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 4:

75% of Second grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 5:

75% of Kindergarten grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by running records.

Strategy1:

PEBC - PEBC training and implementation for 1st, 2nd, and 3rd grade

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Category: Learning Systems

Research Cited:

Activity - workshop and thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000 - General Fund	Director of Instruction Curriculum Coordinator Principal PEBC coach

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?

ACPC Leadership Team

Natalie Davis, Assistant Principal

Rhea DeVillez, Guidance Counsler- K-1st

Melissa Jones, Instructional Coach

Josh Long, Guidance Counselor- 2nd- 3rd

SBDM-

Teachers- Sherry Roberson, Tina Ploughe, Heather Haney

Parents- AJ Anderson, Jessica Temple

Relationship Building

Overall Rating: 2.71

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

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

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

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

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

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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 short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

Overall Rating: 1.86

	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 action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	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

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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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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

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

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

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

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 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.	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	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: 2.67

	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 collaborates with employers to support parent and volunteer participation in students' education.	Proficient

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

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

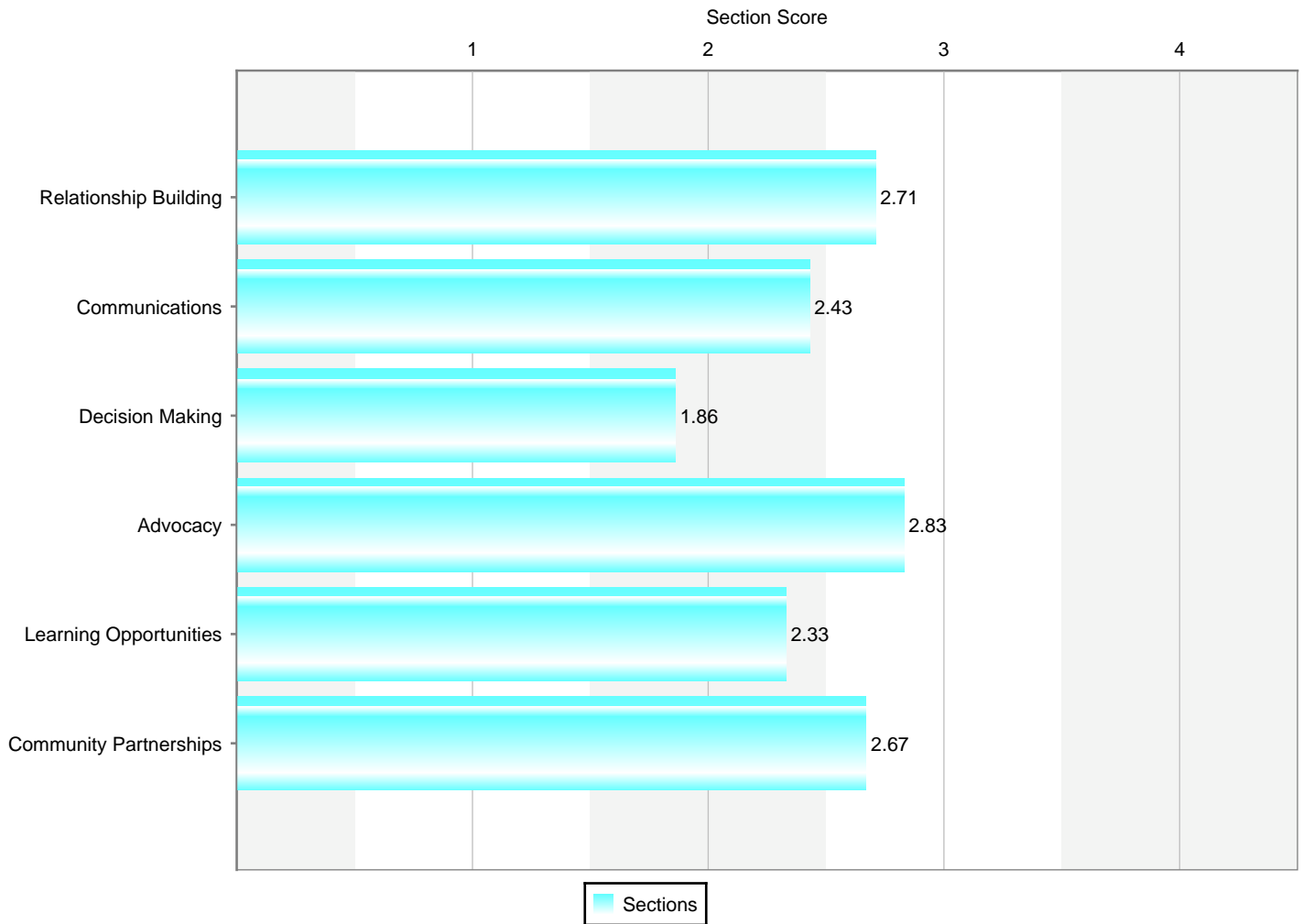
Reflect upon your responses to each of the Missing Piece objectives.

ACPC continues to need to work on incorporating more parent involvement throughout the school year and improvement planning processes. School leadership has tried activities to involve parents with limited success. Involvement with the parent organization has also been limited from the parent side. ACPC has approximately 1,000 students Pre-K through 3rd grade; therefore, there is potential for a large amount of parent involvement. The ACPC leadership team has identified this as something that needs to be a goal and is working on developing plans to continue to address and improve parent engagement in our students education.

ACPC continues to implement mentors and tutors from the community (with targeted population called "Points of Light"). ACPC also implemented Coffee with the principal in order to provide training and information to all parents.

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.

Stakeholders involved-

1. ACPC Leadership Team- Assistant Principal, Guidance counselors (2), and Instructional Coach
2. SBDM- 3 Teachers and 2 parents
3. Teacher leader advisory Team- 9 school employees- 1 K teacher, 1 1st grade teacher, 1 2nd grade teacher, 1 3rd grade teacher, Pre-K Coordinator, ACPC Leadership Team, 1 ECE teacher, and 1 classified employee rep

Stakeholders were selected based upon election, position, and recommendation from fellow teachers. They have been informed of their roles at scheduled meetings and throughout email communication. Meetings were scheduled before the school year started and placed on the master calendar.

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

These groups assisted in the development of the improvement plan through approving/reviewing goals. Their responsibilities include analysis and recommendations to the draft improvement plan presented to each group.

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

All stakeholders will receive a copy of the improvement plan as will all certified and classified staff. The SBDM and ACPC Leadership Team will be the responsible groups for reviewing progress at regularly scheduled meetings.

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?

Questions we are trying to answer:

1. What is working effectively with our students?
2. What data can we use to effectively evaluate the new programs put into place?
3. What data will help us identify the effectiveness of our school culture?

Data tells us:

1. We are moving in the right direction with our instructional strategies?
2. Our PLCs/data teams are allowing us to make necessary gains in student growth
3. Our school culture has improved but still needs work

Data does not tell us:

1. We still need more data to identify the effectiveness of our new programs.
2. We still need improved measures for school culture.
3. We are still working on balancing academic and social skills instruction

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?

1. PLCs/data teams process
 2. improved communication inside school walls
 3. Focus on instruction and academics
-
1. collaboration model of instruction
 2. finding resources to continue to make academic gains
-
1. Increase in score from Unbridled Learning
 2. Increase in Brigance scores from previous years

Opportunities for Improvement

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

1. Parent engagement
 2. Improve intervention services being provided along with tier I instruction
-
1. Forming committee to gain ideas and build on parent engagement
 2. Coffee with the Principal
 3. Family Read nights combined into one
 4. Pre-K family partnership with community agency
 4. Realignment of intervention services to correspond to student needs
 5. Consistent unit planning and development across grade level
 6. Consistent implementation of engaging tasks throughout all grades.

Conclusion

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

Our next steps are to continue to provide professional development for all teachers that will allow them to become more effective in meeting student needs. This is being addressed through collaboration with the SBDM, ACPC Leadership Team, and Teacher Leader Advisory Team. We will continue to research and form ideas to improve parent engagement throughout this school year.

Allen County Primary Center- 2016-2017 CSIP

Overview

Plan Name

Allen County Primary Center- 2016-2017 CSIP

Plan Description

Goals and plans for Allen County Primary Center for the 2016-2017 school year.

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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.6 in 2016 to 71.9 in 2019	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$6500
2	All students at Allen County Primary Center will be taught by an effective teacher and led by an effective leaders	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$25000
3	Allen County Primary Center will continually work toward ensuring all students are reading on grade level.	Objectives: 5 Strategies: 2 Activities: 2	Academic	\$24000
4	Increase the average combined reading and math K-PREP scores for ACPC 3rd graders from 55.9% in 2015-2016 to 76.4% in 2018-2019.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$15000
5	Allen County Primary Center will reduce the number of 3rd grade students scoring novice by .82 in reading and 2.82 in math in order to achieve Novice Reduction Targets	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	All students at Allen County Primary Center will be given equitable access to the arts, physical education, and technology through regularly scheduled classes and implementation of distinguished program reviews/assurances	Objectives: 4 Strategies: 2 Activities: 2	Academic	\$20000

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.6 in 2016 to 71.9 in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group percentage from 47.6% to 60.7% by 06/01/2017 as measured by K-Prep scores.

Strategy 1:

Progress Monitoring - All students receiving supplemental and intervention services for math and reading will use STAR for progress monitoring.

Category: Continuous Improvement

Activity - Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Enterprise will be used as our Universal Screener for RTI and to progress monitor students receiving supplemental or intervention services outside the core programs in reading and math.	Academic Support Program	08/04/2016	06/01/2017	\$6000	Other	Principal, Instructional Coach, and Intervention/supplemental teachers

Strategy 2:

Response to Intervention - All students will receive Tier I instruction. Those identified students will receive Tier 2 instruction from the classroom teacher and tier 3 students by an interventionist.

Category: Continuous Improvement

Activity - Tier 2 and 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI will be built into the regular classroom schedule	Academic Support Program	08/04/2016	06/01/2017	\$500	District Funding	Principal, Guidance Counselors, Interventionists

Goal 2: All students at Allen County Primary Center will be taught by an effective teacher and led by an effective leaders

Comprehensive School Improvement Plan

Allen County Primary Center

Measurable Objective 1:

collaborate to develop teacher capacity by 05/31/2017 as measured by by improved instructional practices and increased student achievement.

Strategy 1:

TPGES, PPGES, and OPGES - School level implementation of TPGES including observations, conferences, student growth goals, professional development plans, self-reflections, and student-voice surveys.

Category: Continuous Improvement

Activity - PEBC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue training with PEBC, highlighting Workshop instructional strategy and thinking strategies.	Professional Learning	08/04/2016	06/01/2017	\$25000	No Funding Required, State Funds	Principal, Instructional Coach, and PEBC Coach

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-3 classroom teachers will meet in PLCs/Data teams to analyze data, create goals, implement differentiated instructional strategies, and measure outcomes.	Professional Learning	08/04/2016	06/01/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers

Goal 3: Allen County Primary Center will continually work toward ensuring all students are reading on grade level.

Measurable Objective 1:

90% of Pre-K grade students will demonstrate a proficiency for Kindergarten Readiness in Reading by 06/01/2017 as measured by Brigance screener.

(shared) Strategy 1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Activity - small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Allen County Primary Center

Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000	School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers
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Measurable Objective 2:

75% of Kindergarten grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by running records.

Strategy 1:

PEBC - PEBC training and implementation for 1st, 2nd, and 3rd grade

Category: Learning Systems

Activity - workshop and thinking strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000	General Fund	Director of Instruction Curriculum Coordinator Principal PEBC coach

Measurable Objective 3:

75% of First grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by Being A Reader Assessment .

(shared) Strategy 1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Activity - small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000	School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 4:

75% of Second grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

(shared) Strategy 1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Comprehensive School Improvement Plan

Allen County Primary Center

Activity - small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000	School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 5:

75% of Third grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

(shared) Strategy 1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Activity - small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000	School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Goal 4: Increase the average combined reading and math K-PREP scores for ACPC 3rd graders from 55.9% in 2015-2016 to 76.4% in 2018-2019.

Measurable Objective 1:

68% of Third grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by spring 2017 state assessment.

Strategy 1:

Literacy initiative - Kindergarten, 1st, 2nd, and 3rd grade teachers will implement PEBC training on thinking strategies and the workshop teaching method in order to create student-centered classrooms.

Category: Continuous Improvement

Research Cited: PEBC research, John Hattie Visible Learning

Activity - Thinking strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Allen County Primary Center

Training by PEBC staff related to thinking strategies and workshop	Professional Learning	08/31/2015	05/31/2017	\$10000	District Funding	Principal, Instructional Coach, Director Of Instruction
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Activity - Small group instruction- Tier 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive small group instruction during regularly scheduled time during the school day.	Direct Instruction	08/04/2016	06/01/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive extended reading services through intervention or extension services provided by certified teachers and support staff.	Direct Instruction	08/04/2016	06/01/2017	\$0	No Funding Required	Guidance Counselors, Instructional Coach, Teachers, Interventionist s.

Measurable Objective 2:

64% of Third grade students will demonstrate a proficiency in math reasoning and problem solving in Mathematics by 06/01/2017 as measured by spring 2017 state assessment results.

Strategy 1:

Math Initiative - All K-3rd grade students will receive math instruction based on the Common Core standards using updated teacher made units.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have time in the daily schedule to receive RTI or enrichment for mathematics.	Academic Support Program	08/04/2016	06/01/2017	\$5000	General Fund	Principals, Teachers, Guidance Counselors, Instructional Coach, Interventionist s

Goal 5: Allen County Primary Center will reduce the number of 3rd grade students scoring novice by .82 in reading and 2.82 in math in order to achieve Novice Reduction Targets

Measurable Objective 1:

75% of Third grade students will demonstrate a proficiency above the novice level in Reading by 06/01/2017 as measured by K-PREP scores.

Strategy 1:

Teacher awareness - Teachers will develop an awareness of Kentucky's Framework for teaching and how it connects to their current practice and affects future practice.

Category: Teacher PGES

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from benchmark testing to determine students that are scoring novice using KYPREP cut scores	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, & Teachers

Activity - connections to the classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in instructional strategies to utilize with students that are not moving categories	Professional Learning	08/01/2016	06/01/2017	\$0	No Funding Required	Principal, district staff, PEBC partners, GRREC staff

Goal 6: All students at Allen County Primary Center will be given equitable access to the arts, physical education, and technology through regularly scheduled classes and implementation of distinguished program reviews/assurances

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second and Third grade students will increase student growth in art and music class in Art & Humanities by 06/01/2017 as measured by teacher created assessment/rubric.

(shared) Strategy 1:

Program Reviews - Completion of the program reviews and assurances for 2016-2017

Category: Management Systems

Comprehensive School Improvement Plan

Allen County Primary Center

Activity - Program review teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will meet regularly to analyze and gather evidence based on program reviews.	Professional Learning, Policy and Process	08/04/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance counselors, and Teachers

Measurable Objective 2:

100% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in the program review of practical living in Practical Living by 06/01/2017 as measured by teacher created assessment/rubric.

(shared) Strategy 1:

Program Reviews - Completion of the program reviews and assurances for 2016-2017

Category: Management Systems

Activity - Program review teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will meet regularly to analyze and gather evidence based on program reviews.	Professional Learning, Policy and Process	08/04/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance counselors, and Teachers

Measurable Objective 3:

100% of Kindergarten, First, Second and Third grade students will increase student growth in global competency in World Languages by 06/01/2019 as measured by moving toward proficiency on the program review/assurances.

(shared) Strategy 1:

Program Reviews - Completion of the program reviews and assurances for 2016-2017

Category: Management Systems

Activity - Program review teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Allen County Primary Center

Teachers and administrators will meet regularly to analyze and gather evidence based on program reviews.	Professional Learning, Policy and Process	08/04/2016	06/01/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance counselors, and Teachers
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Measurable Objective 4:

A 100% increase of Kindergarten, First, Second, Third and Ungraded grade students will increase student growth of individual writing skills in Writing by 06/01/2017 as measured by writing pieces at each grade level.

Strategy 1:

Writing program - Consistent implementation of Being A Writer in K-3rd

Category: Continuous Improvement

Activity - Being A Writer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing curriculum	Academic Support Program	08/05/2015	06/01/2017	\$20000	General Fund	Administrator s, teachers, and instructional coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PEBC	All teachers will continue training with PEBC, highlighting Workshop instructional strategy and thinking strategies.	Professional Learning	08/04/2016	06/01/2017	\$25000	Principal, Instructional Coach, and PEBC Coach
Total					\$25000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking strategies	Training by PEBC staff related to thinking strategies and workshop	Professional Learning	08/31/2015	05/31/2017	\$10000	Principal, Instructional Coach, Director Of Instruction
Tier 2 and 3	RTI will be built into the regular classroom schedule	Academic Support Program	08/04/2016	06/01/2017	\$500	Principal, Guidance Counselors, Interventionists
Total					\$10500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	All students will have time in the daily schedule to receive RTI or enrichment for mathematics.	Academic Support Program	08/04/2016	06/01/2017	\$5000	Principals, Teachers, Guidance Counselors, Instructional Coach, Interventionists

Comprehensive School Improvement Plan

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Being A Writer	Writing curriculum	Academic Support Program	08/05/2015	06/01/2017	\$20000	Administrator s, teachers, and instructional coach
workshop and thinking strategies	Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000	Director of Instruction Curriculum Coordinator Principal PEBC coach
Total					\$43000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screener	STAR Enterprise will be used as our Universal Screener for RTI and to progress monitor students receiving supplemental or intervention services outside the core programs in reading and math.	Academic Support Program	08/04/2016	06/01/2017	\$6000	Principal, Instructional Coach, and Intervention/s upplemental teachers
Total					\$6000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
small group instruction	Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000	Principal, Assistant Principal, Instructional Coach, and Teachers
Total					\$6000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
connections to the classroom	Teachers will receive training in instructional strategies to utilize with students that are not moving categories	Professional Learning	08/01/2016	06/01/2017	\$0	Principal, district staff, PEBC partners, GRREC staff

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Small group instruction- Tier 1	All students will receive small group instruction during regularly scheduled time during the school day.	Direct Instruction	08/04/2016	06/01/2017	\$0	Principal, Instructional Coach, Teachers
PEBC	All teachers will continue training with PEBC, highlighting Workshop instructional strategy and thinking strategies.	Professional Learning	08/04/2016	06/01/2017	\$0	Principal, Instructional Coach, and PEBC Coach
Response to Intervention	All students will receive extended reading services through intervention or extension services provided by certified teachers and support staff.	Direct Instruction	08/04/2016	06/01/2017	\$0	Guidance Counselors, Instructional Coach, Teachers, Interventionists.
Data Teams	All K-3 classroom teachers will meet in PLCs/Data teams to analyze data, create goals, implement differentiated instructional strategies, and measure outcomes.	Professional Learning	08/04/2016	06/01/2017	\$0	Principal, Instructional Coach, Teachers
Program review teams	Teachers and administrators will meet regularly to analyze and gather evidence based on program reviews.	Professional Learning, Policy and Process	08/04/2016	06/01/2017	\$0	Principal, Assistant Principal, Instructional Coach, Guidance counselors, and Teachers
PLCs	Teachers will analyze data from benchmark testing to determine students that are scoring novice using KYPREP cut scores	Academic Support Program	08/01/2016	06/01/2017	\$0	Principal, Assistant Principal, Instructional Coach, & Teachers
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	In collaboration with SBDM and ACPC Leadership Team	

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	Reworked intervention services to provide more time and resources for all tiers of instruction	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Involved Pre-K teachers in transition more. Developing ideas to implement in 17-18 to continue to improve preschool transition,	

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

Allen County Primary Center

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Allen County Primary Center

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes	It said 10 earlier.	

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 Primary 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	We submit it to the district level and depend upon them to upload the documents to our website. We have no control over it after submission. http://www.allen.kyschools.us/	

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 Primary 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.	No	Used Title I funds to pay 2 teachers salaries	

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:

All students at Allen County Primary Center will be taught by an effective teacher and led by an effective leaders

Measurable Objective 1:

collaborate to develop teacher capacity by 05/31/2017 as measured by by improved instructional practices and increased student achievement.

Strategy1:

TPGES, PPGES, and OPGES - School level implementation of TPGES including observations, conferences, student growth goals, professional development plans, self-reflections, and student-voice surveys.

Category: Continuous Improvement

Research Cited:

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 classroom teachers will meet in PLCs/Data teams to analyze data, create goals, implement differentiated instructional strategies, and measure outcomes.	Professional Learning	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - ACPC Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership development during bimonthly meetings	Other - Leadership development	08/04/2016	06/01/2017	\$0 - No Funding Required	ACPC Leadership Staff

Activity - PEBC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue training with PEBC, highlighting Workshop instructional strategy and thinking strategies.	Professional Learning	08/04/2016	06/01/2017	\$25000 - State Funds \$0 - No Funding Required	Principal, Instructional Coach, and PEBC Coach

Activity - Pilot teaching program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained as pilot teachers with individual coaching provided by PEBC trainers throughout the school year.	Professional Learning	09/01/2016	06/01/2017	\$10000 - General Fund	Assistant Superintendent of Instruction, Principal, PEBC trainer, instructional coach

Comprehensive School Improvement Plan

Allen County Primary Center

Goal 2:

Allen County Primary Center will continually work toward ensuring all students are reading on grade level.

Measurable Objective 1:

75% of Kindergarten grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by running records.

Strategy1:

PEBC - PEBC training and implementation for 1st, 2nd, and 3rd grade

Category: Learning Systems

Research Cited:

Activity - workshop and thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000 - General Fund	Director of Instruction Curriculum Coordinator Principal PEBC coach

Measurable Objective 2:

90% of Pre-K grade students will demonstrate a proficiency for Kindergarten Readiness in Reading by 06/01/2017 as measured by Brigance screener.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 3:

75% of Second grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional

Comprehensive School Improvement Plan

Allen County Primary Center

daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 4:

75% of First grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by Being A Reader Assessment .

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 5:

75% of Third grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

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Allen County Primary Center

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

Goal 1:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.6 in 2016 to 71.9 in 2019

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group percentage from 47.6% to 60.7% by 06/01/2017 as measured by K-Prep scores.

Strategy1:
Response to Intervention - All students will receive Tier I instruction. Those identified students will receive Tier 2 instruction from the classroom teacher and tier 3 students by an interventionist.
Category: Continuous Improvement
Research Cited:

Activity - Tier 2 and 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI will be built into the regular classroom schedule	Academic Support Program	08/04/2016	06/01/2017	\$500 - District Funding	Principal, Guidance Counselors, Interventionists

Strategy2:
Progress Monitoring - All students receiving supplemental and intervention services for math and reading will use STAR for progress monitoring.
Category: Continuous Improvement
Research Cited:

Activity - Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Enterprise will be used as our Universal Screener for RTI and to progress monitor students receiving supplemental or intervention services outside the core programs in reading and math.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - Other	Principal, Instructional Coach, and Intervention/supplemental teachers

Goal 2:
All students at Allen County Primary Center will be taught by an effective teacher and led by an effective leaders

Measurable Objective 1:
collaborate to develop teacher capacity by 05/31/2017 as measured by by improved instructional practices and increased student achievement.

Comprehensive School Improvement Plan

Allen County Primary Center

Strategy1:

TPGES, PPGES, and OPGES - School level implementation of TPGES including observations, conferences, student growth goals, professional development plans, self-reflections, and student-voice surveys.

Category: Continuous Improvement

Research Cited:

Activity - ACPC Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership development during bimonthly meetings	Other - Leadership development	08/04/2016	06/01/2017	\$0 - No Funding Required	ACPC Leadership Staff

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 classroom teachers will meet in PLCs/Data teams to analyze data, create goals, implement differentiated instructional strategies, and measure outcomes.	Professional Learning	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - PEBC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue training with PEBC, highlighting Workshop instructional strategy and thinking strategies.	Professional Learning	08/04/2016	06/01/2017	\$25000 - State Funds \$0 - No Funding Required	Principal, Instructional Coach, and PEBC Coach

Activity - Pilot teaching program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained as pilot teachers with individual coaching provided by PEBC trainers throughout the school year.	Professional Learning	09/01/2016	06/01/2017	\$10000 - General Fund	Assistant Superintendent of Instruction, Principal, PEBC trainer, instructional coach

Goal 3:

Allen County Primary Center will continually work toward ensuring all students are reading on grade level.

Measurable Objective 1:

90% of Pre-K grade students will demonstrate a proficiency for Kindergarten Readiness in Reading by 06/01/2017 as measured by Brigance screener.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

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Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 2:

75% of Second grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 3:

75% of First grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by Being A Reader Assessment .

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 4:

75% of Kindergarten grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by running records.

Comprehensive School Improvement Plan

Allen County Primary Center

Strategy1:

PEBC - PEBC training and implementation for 1st, 2nd, and 3rd grade

Category: Learning Systems

Research Cited:

Activity - workshop and thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000 - General Fund	Director of Instruction Curriculum Coordinator Principal PEBC coach

Measurable Objective 5:

75% of Third grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Goal 4:

Increase the average combined reading and math K-PREP scores for ACPC 3rd graders from 55.9% in 2015-2016 to 76.4% in 2018-2019.

Measurable Objective 1:

64% of Third grade students will demonstrate a proficiency in math reasoning and problem solving in Mathematics by 06/01/2017 as measured by spring 2017 state assessment results.

Strategy1:

Math Initiative - All K-3rd grade students will receive math instruction based on the Common Core standards using updated teacher made units.

Category: Continuous Improvement

Research Cited:

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have time in the daily schedule to receive RTI or enrichment for mathematics.	Academic Support Program	08/04/2016	06/01/2017	\$5000 - General Fund	Principals, Teachers, Guidance Counselors, Instructional Coach, Interventionists

Measurable Objective 2:

68% of Third grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by spring 2017 state assessment.

Strategy1:

Literacy initiative - Kindergarten, 1st, 2nd, and 3rd grade teachers will implement PEBC training on thinking strategies and the workshop teaching method in order to create student-centered classrooms.

Category: Continuous Improvement

Research Cited: PEBC research, John Hattie Visible Learning

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive extended reading services through intervention or extension services provided by certified teachers and support staff.	Direct Instruction	08/04/2016	06/01/2017	\$0 - No Funding Required	Guidance Counselors, Instructional Coach, Teachers, Interventionists.

Activity - Thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training by PEBC staff related to thinking strategies and workshop	Professional Learning	08/31/2015	05/31/2017	\$10000 - District Funding	Principal, Instructional Coach, Director Of Instruction

Activity - Small group instruction- Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive small group instruction during regularly scheduled time during the school day.	Direct Instruction	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Goal 5:

Allen County Primary Center will reduce the number of 3rd grade students scoring novice by .82 in reading and 2.82 in math in order to achieve Novice Reduction Targets

Measurable Objective 1:

75% of Third grade students will demonstrate a proficiency above the novice level in Reading by 06/01/2017 as measured by K-PREP scores.

Strategy1:

SY 2016-2017

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Teacher awareness - Teachers will develop an awareness of Kentucky's Framework for teaching and how it connects to their current practice and affects future practice.

Category: Teacher PGES

Research Cited:

Activity - connections to the classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in instructional strategies to utilize with students that are not moving categories	Professional Learning	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, district staff, PEBC partners, GRREC staff

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data from benchmark testing to determine students that are scoring novice using KYPREP cut scores	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, & Teachers

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

Goal 1:

Allen County Primary Center will continually work toward ensuring all students are reading on grade level.

Measurable Objective 1:

75% of Third grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 2:

90% of Pre-K grade students will demonstrate a proficiency for Kindergarten Readiness in Reading by 06/01/2017 as measured by Brigance screener.

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Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 3:

75% of Second grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 4:

75% of First grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by Being A Reader Assessment .

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

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Allen County Primary Center

Measurable Objective 5:

75% of Kindergarten grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by running records.

Strategy1:

PEBC - PEBC training and implementation for 1st, 2nd, and 3rd grade

Category: Learning Systems

Research Cited:

Activity - workshop and thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000 - General Fund	Director of Instruction Curriculum Coordinator Principal PEBC coach

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

Goal 1:

Allen County Primary Center will continually work toward ensuring all students are reading on grade level.

Measurable Objective 1:

75% of Second grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 2:

75% of Third grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

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Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 3:

90% of Pre-K grade students will demonstrate a proficiency for Kindergarten Readiness in Reading by 06/01/2017 as measured by Brigance screener.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 4:

75% of First grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by Being A Reader Assessment .

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

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Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 5:

75% of Kindergarten grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by running records.

Strategy1:

PEBC - PEBC training and implementation for 1st, 2nd, and 3rd grade

Category: Learning Systems

Research Cited:

Activity - workshop and thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000 - General Fund	Director of Instruction Curriculum Coordinator Principal PEBC coach

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.6 in 2016 to 71.9 in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group percentage from 47.6% to 60.7% by 06/01/2017 as measured by K-Prep scores.

Strategy1:

Progress Monitoring - All students receiving supplemental and intervention services for math and reading will use STAR for progress monitoring.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Enterprise will be used as our Universal Screener for RTI and to progress monitor students receiving supplemental or intervention services outside the core programs in reading and math.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - Other	Principal, Instructional Coach, and Intervention/supplemental teachers

Strategy2:

Response to Intervention - All students will receive Tier I instruction. Those identified students will receive Tier 2 instruction from the classroom teacher and tier 3 students by an interventionist.

Category: Continuous Improvement

Research Cited:

Activity - Tier 2 and 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI will be built into the regular classroom schedule	Academic Support Program	08/04/2016	06/01/2017	\$500 - District Funding	Principal, Guidance Counselors, Interventionists

Goal 2:

Allen County Primary Center will continually work toward ensuring all students are reading on grade level.

Measurable Objective 1:

75% of First grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by Being A Reader Assessment .

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 2:

75% of Kindergarten grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by running records.

Strategy1:

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PEBC - PEBC training and implementation for 1st, 2nd, and 3rd grade

Category: Learning Systems

Research Cited:

Activity - workshop and thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000 - General Fund	Director of Instruction Curriculum Coordinator Principal PEBC coach

Measurable Objective 3:

90% of Pre-K grade students will demonstrate a proficiency for Kindergarten Readiness in Reading by 06/01/2017 as measured by Brigance screener.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 4:

75% of Second grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 5:

75% of Third grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

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Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Goal 3:

Increase the average combined reading and math K-PREP scores for ACPC 3rd graders from 55.9% in 2015-2016 to 76.4% in 2018-2019.

Measurable Objective 1:

64% of Third grade students will demonstrate a proficiency in math reasoning and problem solving in Mathematics by 06/01/2017 as measured by spring 2017 state assessment results.

Strategy1:

Math Initiative - All K-3rd grade students will receive math instruction based on the Common Core standards using updated teacher made units.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have time in the daily schedule to receive RTI or enrichment for mathematics.	Academic Support Program	08/04/2016	06/01/2017	\$5000 - General Fund	Principals, Teachers, Guidance Counselors, Instructional Coach, Interventionists

Measurable Objective 2:

68% of Third grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by spring 2017 state assessment.

Strategy1:

Literacy initiative - Kindergarten, 1st, 2nd, and 3rd grade teachers will implement PEBC training on thinking strategies and the workshop teaching method in order to create student-centered classrooms.

Category: Continuous Improvement

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Research Cited: PEBC research, John Hattie Visible Learning

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive extended reading services through intervention or extension services provided by certified teachers and support staff.	Direct Instruction	08/04/2016	06/01/2017	\$0 - No Funding Required	Guidance Counselors, Instructional Coach, Teachers, Interventionists.

Activity - Small group instruction- Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive small group instruction during regularly scheduled time during the school day.	Direct Instruction	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training by PEBC staff related to thinking strategies and workshop	Professional Learning	08/31/2015	05/31/2017	\$10000 - District Funding	Principal, Instructional Coach, Director Of Instruction

Goal 4:

Allen County Primary Center will reduce the number of 3rd grade students scoring novice by .82 in reading and 2.82 in math in order to achieve Novice Reduction Targets

Measurable Objective 1:

75% of Third grade students will demonstrate a proficiency above the novice level in Reading by 06/01/2017 as measured by K-PREP scores.

Strategy1:

Teacher awareness - Teachers will develop an awareness of Kentucky's Framework for teaching and how it connects to their current practice and affects future practice.

Category: Teacher PGES

Research Cited:

Activity - connections to the classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in instructional strategies to utilize with students that are not moving categories	Professional Learning	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, district staff, PEBC partners, GRREC staff

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data from benchmark testing to determine students that are scoring novice using KYPREP cut scores	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, & Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.6 in 2016 to 71.9 in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group percentage from 47.6% to 60.7% by 06/01/2017 as measured by K-Prep scores.

Strategy1:

Progress Monitoring - All students receiving supplemental and intervention services for math and reading will use STAR for progress monitoring.

Category: Continuous Improvement

Research Cited:

Activity - Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Enterprise will be used as our Universal Screener for RTI and to progress monitor students receiving supplemental or intervention services outside the core programs in reading and math.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - Other	Principal, Instructional Coach, and Intervention/supplemental teachers

Strategy2:

Response to Intervention - All students will receive Tier I instruction. Those identified students will receive Tier 2 instruction from the classroom teacher and tier 3 students by an interventionist.

Category: Continuous Improvement

Research Cited:

Activity - Tier 2 and 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI will be built into the regular classroom schedule	Academic Support Program	08/04/2016	06/01/2017	\$500 - District Funding	Principal, Guidance Counselors, Interventionists

Goal 2:

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Allen County Primary Center

Allen County Primary Center will continually work toward ensuring all students are reading on grade level.

Measurable Objective 1:

75% of Second grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 2:

75% of Third grade students will demonstrate a proficiency on grade level in Reading by 05/01/2017 as measured by STAR.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 3:

75% of Kindergarten grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by running records.

Strategy1:

PEBC - PEBC training and implementation for 1st, 2nd, and 3rd grade

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Allen County Primary Center

Activity - workshop and thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops and check-in meetings to provide teachers continuous training for implementing thinking strategies and Workshop into the classroom teaching methods.	Academic Support Program	08/01/2012	06/01/2016	\$18000 - General Fund	Director of Instruction Curriculum Coordinator Principal PEBC coach

Measurable Objective 4:

90% of Pre-K grade students will demonstrate a proficiency for Kindergarten Readiness in Reading by 06/01/2017 as measured by Brigance screener.

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Measurable Objective 5:

75% of First grade students will demonstrate a proficiency on grade level in Reading by 06/01/2017 as measured by Being A Reader Assessment .

Strategy1:

Reading Instruction - All teachers will implement reading instruction through both reading workshop and small group reading instructional daily.

Category: Learning Systems

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that all students are in a group receiving instruction on their individualized level.	Academic Support Program	08/04/2016	06/01/2017	\$6000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, and Teachers

Goal 3:

Increase the average combined reading and math K-PREP scores for ACPC 3rd graders from 55.9% in 2015-2016 to 76.4% in 2018-2019.

Measurable Objective 1:

64% of Third grade students will demonstrate a proficiency in math reasoning and problem solving in Mathematics by 06/01/2017 as

SY 2016-2017

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measured by spring 2017 state assessment results.

Strategy1:

Math Initiative - All K-3rd grade students will receive math instruction based on the Common Core standards using updated teacher made units.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have time in the daily schedule to receive RTI or enrichment for mathematics.	Academic Support Program	08/04/2016	06/01/2017	\$5000 - General Fund	Principals, Teachers, Guidance Counselors, Instructional Coach, Interventionists

Measurable Objective 2:

68% of Third grade students will demonstrate a proficiency in reading in English Language Arts by 06/01/2017 as measured by spring 2017 state assessment.

Strategy1:

Literacy initiative - Kindergarten, 1st, 2nd, and 3rd grade teachers will implement PEBC training on thinking strategies and the workshop teaching method in order to create student-centered classrooms.

Category: Continuous Improvement

Research Cited: PEBC research, John Hattie Visible Learning

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive extended reading services through intervention or extension services provided by certified teachers and support staff.	Direct Instruction	08/04/2016	06/01/2017	\$0 - No Funding Required	Guidance Counselors, Instructional Coach, Teachers, Interventionists.

Activity - Small group instruction- Tier 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive small group instruction during regularly scheduled time during the school day.	Direct Instruction	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Thinking strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training by PEBC staff related to thinking strategies and workshop	Professional Learning	08/31/2015	05/31/2017	\$10000 - District Funding	Principal, Instructional Coach, Director Of Instruction

Goal 4:

SY 2016-2017

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Comprehensive School Improvement Plan

Allen County Primary Center

Allen County Primary Center will reduce the number of 3rd grade students scoring novice by .82 in reading and 2.82 in math in order to achieve Novice Reduction Targets

Measurable Objective 1:

75% of Third grade students will demonstrate a proficiency above the novice level in Reading by 06/01/2017 as measured by K-PREP scores.

Strategy1:

Teacher awareness - Teachers will develop an awareness of Kentucky's Framework for teaching and how it connects to their current practice and affects future practice.

Category: Teacher PGES

Research Cited:

Activity - connections to the classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in instructional strategies to utilize with students that are not moving categories	Professional Learning	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, district staff, PEBC partners, GRREC staff

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data from benchmark testing to determine students that are scoring novice using KYPREP cut scores	Academic Support Program	08/01/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, & Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

All students at Allen County Primary Center will be given equitable access to the arts, physical education, and technology through regularly scheduled classes and implementation of distinguished program reviews/assurances

Comprehensive School Improvement Plan

Allen County Primary Center

Measurable Objective 1:

100% of Kindergarten, First, Second and Third grade students will increase student growth in global competency in World Languages by 06/01/2019 as measured by moving toward proficiency on the program review/assurances.

Strategy1:

Program Reviews - Completion of the program reviews and assurances for 2016-2017

Category: Management Systems

Research Cited:

Activity - Program review teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet regularly to analyze and gather evidence based on program reviews.	Policy and Process Professional Learning	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance counselors, and Teachers

Measurable Objective 2:

100% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in the program review of practical living in Practical Living by 06/01/2017 as measured by teacher created assessment/rubric.

Strategy1:

Program Reviews - Completion of the program reviews and assurances for 2016-2017

Category: Management Systems

Research Cited:

Activity - Program review teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet regularly to analyze and gather evidence based on program reviews.	Policy and Process Professional Learning	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance counselors, and Teachers

Measurable Objective 3:

100% of Pre-K, Kindergarten, First, Second and Third grade students will increase student growth in art and music class in Art & Humanities by 06/01/2017 as measured by teacher created assessment/rubric.

Strategy1:

Program Reviews - Completion of the program reviews and assurances for 2016-2017

Category: Management Systems

Research Cited:

Comprehensive School Improvement Plan

Allen County Primary Center

Activity - Program review teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet regularly to analyze and gather evidence based on program reviews.	Professional Learning Policy and Process	08/04/2016	06/01/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Guidance counselors, and Teachers

Measurable Objective 4:

A 100% increase of Kindergarten, First, Second, Third and Ungraded grade students will increase student growth of individual writing skills in Writing by 06/01/2017 as measured by writing pieces at each grade level.

Strategy1:

Writing program - Consistent implementation of Being A Writer in K-3rd

Category: Continuous Improvement

Research Cited:

Activity - Being A Writer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing curriculum	Academic Support Program	08/05/2015	06/01/2017	\$20000 - General Fund	Administrators, teachers, and instructional coach

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?

Allen County Primary Center is a Preschool- 3rd grade elementary school located in Scottsville, Ky. ACPC is the only public primary school in Allen County; therefore, serving over 1,000 students in PK-3rd grade. Currently the school has 120 Preschoolers, 228 Kindergartners, 231 1st graders, 233 2nd graders, and 223 3rd graders. The school has a male to female ratio of 525 to 516. Our population is currently about 92% white, with 8% minority. Our GAP group includes a large percentage of free/reduced lunch, with approximately 70% eligible. Allen County has a total population of 20,210. The median income for the county stands at \$35,247. The current unemployment rate is 4.5. Allen County is made up of the following ethnic groups; White- 97.3%, African-American-1%, and Hispanic- 1.6%.

Allen County faces many challenges that effect the educational opportunities of our students at Allen County Primary Center. Some of these challenges include drug use, poverty level (20% live below poverty level), and a decline in the local economy that has affected businesses. The challenges show up in our school in several different areas. One challenge area is the amount of students living in poverty, evidenced by our current free/reduced rate of 70%. A second challenge is associated with making sure that we have a working relationship with our parents and community that allows us to effectively educate all students. A final challenge is to make sure the Primary Center is preparing students for future educational opportunities and to work in the ever-changing workforce.

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.

Allen County Primary Center is committed to providing all students with the academic and social skills to become life-long learners. This mission is developed through a vision of a rich educational foundation consisting of both standards-based instruction and experiences in the arts that will prepare students for the remainder of their educational career and real-world experiences. We do this in an environment that is student-centered and that promotes thinking, learning, compassion, and social responsibility. Administrators and staff of ACPC worked hard at developing this mission and we continue to try to live into it through our classrooms everyday, our professional development with teachers and staff, through our PTO organization, and the parents and community of Allen County.

We have our students follow the LEARN expectations in order to live into the mission and vision of our school. The students recite the rules every morning at our morning meeting. The expectations are; l stands for lead by example, e is encourage self and others, a is to act responsibly, r is respect everyone, and n is never give up.

To ensure that our school is always striving toward our mission, improving our practices, program offerings, and expectations for all our students, we focus all of our work around our district's Windows of Common Practice. This document, developed through our central office administrators, outlines five windows of practice that drive our work and instructional initiatives at Allen County Primary Center. The five windows are student-centered classrooms, assessment for learning, professional learning and development, students as customers of learning, and high expectations. The following specifically names some of our big picture initiatives that embodies our purpose.

1. Standards-based with high-quality instruction
2. Student-centered classrooms
3. Thinking Strategies
4. Professional learning communities
5. High expectations
6. Common Assessments
7. Social Responsibility

The Allen County Primary Center Leadership Team, Teachers, and staff focus everyday on increasing student learning. We underline this with a belief that reading is the foundation that will prepare students for making them capable learners while preparing them for college and/or career. We strive to make sure all of our students are reading on grade level once they live ACPC .to enter 4th grade.

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.

Notable achievements:

1. Becoming and maintaining a distinction of being a Proficient School as defined by the KY Unbridled Learning Accountability System.
2. Rise in percentage of overall KY elementary schools over the past three years.
3. Closing the achievement gap for our free and reduced lunch and disability students
4. Improving our TELL survey results and culture of the school.
5. Serving breakfast and lunch to all our students through the Community Education Provision.

Areas of Improvement:

1. Reducing the number of assessments while increasing our use of data to guide instruction and personalized learning.
2. Continue as a proficient school with the goal of being a "Distinguished" school.
3. Increase the number of students reading on grade level.
4. Every classroom teacher trained and implementing PEBC thinking and workshop strategies
5. Every classroom teacher involved in consistently teaching engaging lessons.

Additional Information

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

Allen County is one of the largest primary centers in the state of Kentucky. We continue to strive to improve our teaching that will lead to higher student achievement. The Primary Center aims to provide every student an education that allows them to read on grade level once they leave the 3rd grade while also teaching social skills that will allow them to be successful in the 21st century.

We are also reaching to serve the whole child. During the 2014-15 school year we implemented the federal feeding program, CPE. This allows all our students, over 1,000, to receive breakfast and lunch at "no charge." ACPC is always striving to do what is best for students and seeing them learn in order to prepare them for the future.