Allen County Primary Center 2019-2020 Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
    - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
    - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Allen County Primary Center will increase the average combined reading and math proficient and distinguished on state assessment scores for 3rd graders from 44.4% in 2018-2019 to 54.4% in 2022-2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
80% of K-3 students reading on grade level as measured by running records/BAR assessments & 85% of 1st-3rd grade students performing math on grade-level as measured by STAR data.	KCWP 4: Review, analyze, and apply data to ensure students are identified and instructional strategies are shared for student progression of learning for reading.	PLCs will be implemented that use the data teams approach.	Student growth on unit assessments 5 step data teams process	PLC minutes, assessment data	$500
		Continued implementation of Being A Reader in grades K-2 to ensure small group reading curriculum with fidelity.	Students moving up in sets	Being A Reader Assessments a minimum of 3 times a year	$2,000
	KCWP 2: Design and deliver student-centered instruction	Student centered teaching and learning	Student application of thinking strategies	Walkthroughs by administrators and yearly observations	$0
		Coaching	Developed and achieved goals	Instructional coach's notes and conferences with teachers	$0
		Patriot Academy and Learning Labs	Teachers using learned strategies and techniques in their classrooms	Completion of peer observations in Talent Ed	$0
		PEBC Coaching	Improved teaching practices	Notes and documentation of coaching from PEBC consultant and ACPC instructional coach	$3,000
	KCWP 1: Design and deploy standards	Teachers meeting in grade level teams to update standards and assessments	Units and lessons engaging for all students	Lesson plans turned in and reviewed	$0
		Quarterly assessments will be given to K-3rd grade students to determine student learning.	Comparative data to prior years scores	3 times per year	1000
		Pacing guides followed and updated annually	Collection on updated website: http://allenschools.hcents.com	Ongoing and updating throughout the year	0
	KCWP 2: Design and deliver instruction	Teachers will include learning targets in lesson plans and use them during the lessons using the following format: Today I will _____ so that I can _____. I know I have it when. Teachers may also use habit targets for students	Lesson plan reviews, observations, evaluations	Ongoing	0

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	Implementation of SEL curriculum K-3rd grade- Sanford Harmony	Positive relationships in classrooms, student to student, adult to student, adult to adult, reduced behavioral referrals,	Ongoing implementation and training	0
		CARE Teams- Grade-level teams that meet after school to discuss and find ways to reach students that are experiencing problems with school-related issues	Student growth from students that have: Trauma experiences Attendance issues Behavioral issues Home life issues that affect learning	Monthly	0
		Attendance incentives for students	Classrooms, at each grade level, that have the best attendance % by month will receive reward	ADA	3000
		School-wide behavioral rewards	Students that achieve the desired color for set period of time are provided incentive	Monthly	1000

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Not applicable for ACPC
Allen County Primary Center will show individual student growth in writing for all K-3rd graders.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Each K-3rd grade student will complete writing pieces for grade level portfolio	KCWP 2: Design and deliver instruction	Being A Writer- All students will have a built in writing time to the schedule and use Being A Writer	Rubrics, conferencing, and portfolio pieces	Writing Plan	0
		Students will write a submitted narrative, opinion, and informative piece that will be scored and added to student portfolio	One piece of each submitted to portfolio	Ongoing	0

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Allen County Primary Center will increase the average combined reading to 35.6 and math to 40.8 proficiency ratings for all students in the non-duplicated gap group (Disability) by 2022-2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the reading proficiency level of our Disability GAP students from 21.3 to 24.9 on spring 2020 state assessment.	KCWP 6: Establishing learning culture and environment by including ECE in all school-based decisions.	Master schedule reflects all students have access and opportunity to literacy, including reading and math at grade-level instruction.	Evidence: Student-growth on summative and quarterly assessments, STAR Responsible: Principals SBDM Instructional Coach ACPC Leadership Team	Approval of Master schedule	0
Increase the math proficiency level of the disability GAP students from 27.7 to 31.0 on spring 2020 state assessment.		Master schedule that reflects instructional minutes for both collaboration and resource time for ECE students	Evidence: IEP minutes Master schedule Responsible: Principals SBDM Instructional Coach Grade-level ECE teachers	Approval of Master Schedule ARC conference summaries	0
	KCWP 2: Design and deliver instruction that will lead to student growth	All K-3rd grade ECE students will have access to supplemental personalized learning using Lexia in both resource and collaborative classrooms.	Lexia Reports Student progress Responsible: ECE Teachers	Ongoing including with IEP goals	$3,200
		Teachers will receive monthly professional development from District ECE Director to assist in aligning needs and instructional strategies	Observations and use of technology Responsible: District ECE Director	Monthly	0
	KCWP 6: Establishing Learning Culture and Environment	ECE teachers will participate in SEL PD throughout the 19-20 school year	Positive relationships with students, mentoring opportunities	Fewer behavioral referrals, increased student engagement	$2000

Goal 3 (State your achievement gap goal.): Allen County Primary Center will increase the average combined reading to 35.6 and math to 40.8 proficiency ratings for all students in the non-duplicated gap group (Disability) by 2022-2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and deploy standards	All ACPC ECE teachers will collaborate to develop grade level standard continuum and share instructional strategies	More consistent instructional strategies across grade levels IEP goals differentiated for individual students	Summative and benchmark assessments	0
	KCWP 3: Design and deliver assessment literacy	ECE 3rd grade students that are tested with accommodations that require separate location will be assigned a grade level teacher	Positive relationship built throughout the school year Growth on quarterly assessments	Quarterly assessments	0

4: Growth

Goal 4 (State your growth goal.): Not applicable due to Pre-K through 3rd grade
95% of K-3rd grade students will show positive growth in reading and math as measured by STAR.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Provide Tier 1 instruction to all students that lead to positive growth.	KCWP 1: Design and deploy standards	Teachers will collaborate to continually update unit plans, create engaging lesson, and monitor student progress	Evidence of student growth on STAR	Quarterly	$6000
		All K-2nd grade students will have time built into their daily schedule for small group reading using Being A Reader	Schedule BAR assessments

Responsible Principal SBDM K-2nd teachers | BAR assessments outlined in program | 2000 |
| | KCWP 4: Review, analyze, and apply data | ACPC student database created to house all K-3rd grade student information and shared with teacher stakeholders | Google Sheets document by grade level with student assessment, attendance, RTI, and other student measures | Updated on an as needed basis | 0 |
| | | PLCs using the data team process | Using identified instructional strategies with aligned data | Teams will meet 3 times per unit | 500 |
| RTI Tier 2 and 3 services for those identified students | KCWP 5: Design, align, and deliver support | Classroom teachers will create differentiated tier 2 instruction for a small group of students | RTI Tier 2 reading/math goals

Responsible: Grade-level teachers Interventionists | Every week to bi-monthly, review every 6 weeks for placement decisions | 0 |
| | | Interventionists will provide Tier 3 instruction | Tier 3 goals

Responsible: Interventionists | Every week to bi-monthly, review every 6 weeks for placement decisions | 0 |
| | | Lexia Core 5 and Symphony Math will be used to supplement Tier 2 instruction for classroom teachers | Reports showing student growth toward RTI goals | Weekly | 9,500 |

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Brigance goal
Allen County Primary Center will improve our Kindergarten readiness score to achieve 75% percent of fall 2020 Kindergartners scoring Ready or Ready with Enrichments for school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
75% of ACPC Preschool students will assess as ready or ready with enrichments for Kindergarten by the fall of 2020.	KCWP: Design and Deploy Standards	Implementation of the Preschool curriculum	Student growth, class walkthroughs, evaluations	Ongoing	0
		Completion of the ECERS review during the 2019-2020 school year	ECERS rating scales	Ongoing	0
	KCWP 4: Review, analyze, and apply data	Preschool teachers will collaborate weekly to review and analyze student data	Data Notes	Weekly	0
	KCWP 5: Design, Align, and deliver support	Assistant Principal will have preschool responsibilities	Evaluations, discipline referrals	Ongoing	0
Increase the number of fall 2020 Kindergarten students not attending ACPC Preschool by 10% that are ready or ready with enrichments	KCWP 5: Design, align, and deliver support through outreach	Little Patriots Learners in conjunction with Family Enrichment Center Kindergarten readiness materials distributed to parents and community stakeholders through various outreach opportunities	Number of families being served by this program Number of attendees at events and materials distributed	Quarterly reviews Ongoing	15,000 (grant funded)

Goal 7 (State your separate goal.): Allen County Primary Center will improve K-3rd grade attendance by .5% to average 94.78% for the 2019-2020 school year.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Improve attendance by.05% from 2018-2019. Objective 2	KCWP 6: Establishing learning culture and environment	Attendance incentives for each grade level classroom	ADA	Daily	3000
		Teacher communication with parents	Documented contacts in student management system	Ongoing	0
		Each that has perfect attendance will receive a bicycle at the conclusion of the 2019-2020 school year	ADA	Ongoing	0

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   Response:
Identification Of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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