



# **KDE Comprehensive School Improvement Plan**

Kenton Elementary School

Kenton County

Mary Huss, Principal  
11246 Madison Pike  
Independence, KY 41051

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Executive Summary**

Introduction .....	3
--------------------	---

Description of the School .....	4
---------------------------------	---

School's Purpose .....	5
------------------------	---

Notable Achievements and Areas of Improvement .....	6
---	---

Additional Information .....	7
------------------------------	---

## **2015-2016 CSIP**

Overview .....	9
----------------	---

Goals Summary .....	10
---------------------	----

Goal 1: Kindergarten Readiness .....	11
--------------------------------------	----

Goal 2: Tell Survey - Instructional Technology .....	11
--	----

Goal 3: Tell Survey - Professional Development .....	12
--	----

Goal 4: GAP-Students with Disabilities .....	12
--	----

Goal 5: Proficiency - 3rd Grade K-PREP .....	15
--	----

Goal 6: Program Reviews .....	16
-------------------------------	----

Goal 7: Proficiency/Achievement .....	18
---------------------------------------	----

Goal 8: Wellness .....	22
------------------------	----

Goal 9: Novice Reduction .....	22
--------------------------------	----

Activity Summary by Funding Source .....	24
--	----

## **KDE Needs Assessment**

Introduction .....	31
--------------------	----

Data Analysis..... 32

Areas of Strengths..... 33

Opportunities for Improvement..... 34

Conclusion..... 35

**KDE Compliance and Accountability - Schools**

Introduction..... 37

Planning and Accountability Requirements..... 38

**KDE Assurances - School**

Introduction..... 52

Assurances..... 53

**The Missing Piece**

Introduction..... 59

Stakeholders..... 60

Relationship Building..... 61

Communications..... 62

Decision Making..... 64

Advocacy..... 66

Learning Opportunities..... 67

Community Partnerships..... 68

Reflection..... 69

Report Summary..... 70

**Improvement Plan Stakeholder Involvement**

Introduction..... 72

Improvement Planning Process..... 73

**School Safety Report**

Introduction..... 75

School Safety Requirements..... 76

**Equitable Access Diagnostic**

Introduction..... 79

Needs Assessment..... 80

Equitable Access Strategies..... 82

Questions..... 84

## **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.

# **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?**

Kenton Elementary School is one of 11 elementary schools in the Kenton County School District, located in Northern Kentucky. The school is situated in the county seat of Independence. Over the past several years, Independence has become a growing community with the addition of many retail and food services. Kenton Elementary currently has an enrollment of 655 students, Pre-school through 5th grade. We have approximately 45 certified staff members, with an additional 19 classified support staff. Our student population encompasses 30 percent free and reduced lunch students and 15 percent special education students. We have a very dedicated and committed group of staff members and active parent involvement. Many teachers spend his/her entire career at Kenton Elementary. Our positive behavior support program is based upon the "Wildcat" expectations, which children are taught at the very beginning of the school year. We have behavior blitz weeks to remind children of our procedures and reward those demonstrating school-wide expectations. Our students are given the opportunity to be involved in many extra-curricular activities, such as archery, basketball, academic team, STLP, cardio-club, Energy Wise Team, Garden Club, Volleyball, Bowling, Girls on the Run, and Honor Choir.



## **School's Purpose**

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

The vision of Kenton Elementary School is to develop a learning environment in which all stakeholders interact respectfully with each other in order to maximize success.

The mission of Kenton Elementary School is to provide a supportive, proactive environment in which students can reach their fullest academic and social potential, and grow to become responsible productive members of society. It is our belief that children should be challenged to their highest potential. We have high expectations for all students both academically and behaviorally. Through our Positive Behavioral Intervention and Support program students are taught expected behaviors and held accountable through school-wide incentives and reward systems. We challenge our students academically through such programs as PREP and PREP +, Response to Instruction (RTI), Research Based Programs, and differentiated instruction in reading and math.

Our Family Resource Center Coordinator offers activities for both families and students throughout the school year. Children can participate in the Whiz Kids mentoring program, service activities, and parents' night out. Families are able to attend together our Fall Family Literacy Night, Readifest, Dove Beauty Workshop, All Pro Dads, Thoughtful Thursdays Workshop, and a Veteran's Day Celebration.

## **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.**

Through the course of the past several years, Kenton Elementary has moved from the 49th percentile ranking to the 88th percentile among Kentucky state elementary schools. Kenton Elementary is currently classified as a Proficient school in the state of Kentucky. For the 2014-2015 school year Kenton made great strides in the areas of our program review and student growth calculations. Kenton Elementary's overall total score was 72.3. We missed being a Distinguished school by .06 of a point. We exhibited a 3.2% increase with our program review and improved our growth scores by .09 of a point. We continue to strive to make improvements with closing the Gap for free and reduced lunch students, ELL students, and students with disabilities. Specifically we would like to improve in the area of reading and math with our Gap students, as our Gap students scored below the district average in both content areas.

## **Additional Information**

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

Kenton Elementary School is located in a community that is quickly changing from rural to suburban. We facilitate a positive and proactive learning environment through PBIS. Our PBIS committee has three goals: 1. Implementing an individual student behavior program focusing on multiple opportunities for students to be recognized for outstanding behavior; 2. Provide support and additional interventions for our most at risk students; and 3. Communication between school and home regarding our positive behavior program. We post important school information on our school website, as well as archiving copies of our school's newsletter. In addition, Kenton Elementary offers FRC Advisory Council, PTA, and SBDM committees.

# **2015-2016 CSIP**

## **Overview**

### **Plan Name**

2015-2016 CSIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1200
2	Tell Survey - Instructional Technology	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$14000
3	Tell Survey - Professional Development	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	GAP-Students with Disabilities	Objectives: 1 Strategies: 6 Activities: 7	Organizational	\$0
5	Proficiency - 3rd Grade K-PREP	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$47500
6	Program Reviews	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$0
7	Proficiency/Achievement	Objectives: 1 Strategies: 7 Activities: 16	Organizational	\$41000
8	Wellness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	Novice Reduction	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

## Goal 1: Kindergarten Readiness

### Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2015 to 50% in 2016 by 10/01/2016 as measured by Brigance with 100% of kindergarteners screened..

### Strategy 1:

Kindergarten Jump-Start - Kindergarten Jump-Start will provide our children with skills that will enhance their overall readiness for Kindergarten.

Category: Early Learning

Activity - Kindergarten Jump-Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will facilitate an introduction to kindergarten prior to the start of school to introduce practices, habits and routines expected in kindergarten. Basic social and academic kindergarten skills will be reviewed.	Academic Support Program	07/01/2016	08/15/2016	\$1200	State Funds	Kindergarten Team

### Strategy 2:

Kindergarten Parent Orientation - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten.

Category: Stakeholder Engagement

Activity - Kindergarten Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will attend an informational orientation to help prepare their children for kindergarten. The administrative team, kindergarten teachers, and assistants present necessary information about the kindergarten program, including academic and social expectations.	Parent Involvement	08/01/2016	08/31/2016	\$0	No Funding Required	Kindergarten Team of Teachers and Administrative Team

## Goal 2: Tell Survey - Instructional Technology

### Measurable Objective 1:

collaborate to provide teachers with sufficient access to instructional technology from 52.2% in 2015 to 55.0% by 06/01/2017 as measured by Tell Survey Q3.1b.

### Strategy 1:

Access to Instructional Technology - Funds will be secured to purchase technology for classroom use.

Category: Continuous Improvement

## KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Access to Instructional Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds secured in the instructional allocation, collaboration with PTA, and fundraiser finances to support the additional purchase of smartboards and student work stations for classrooms.	Technology	07/01/2015	06/30/2017	\$14000	General Fund	Principal

### Goal 3: Tell Survey - Professional Development

#### Measurable Objective 1:

collaborate to provide teachers with sufficient training to fully utilize instructional technology from 76.2% in 2015 to 80.0% by 06/30/2017 as measured by Tell Survey Q8.1h.

#### Strategy 1:

Available Resources for Teachers - Teachers will be provided professional development opportunities through work with district consultants, as needed.

Category: Professional Learning & Support

Activity - Available Resources for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate monthly and as needed in professional development opportunities provided by district consultants in the areas of technology, student enrichment activities, RTI, writing instruction, reading programs, data analysis, math fluency and number operations.	Professional Learning	07/01/2015	06/30/2017	\$0	No Funding Required	The Administrative Team, Teachers, and District Consultants

### Goal 4: GAP-Students with Disabilities

#### Measurable Objective 1:

collaborate to increase the average combined reading and math percentage of proficient and distinguished scores for students with disabilities from 28.3% in 2015 to 38.6% in 2016 by 09/30/2016 as measured by school report card delivery targets.

#### Strategy 1:

Progress Monitoring of RTI Data - Administrative team and special education team will meet weekly to determine student needs and individual student progress.

Category: Continuous Improvement

Activity - Progress Monitoring of RTI Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------



## KDE Comprehensive School Improvement Plan

Kenton Elementary School

Administrative RTI team will monitor weekly the students identified with disabilities. RTI tracking sheet will be completed by teachers indicating the research based programs and data points for reading and math. Administrative team will give feedback on progress or make suggestions to program changes. Work will take place with the special education staff utilizing data to identify specific student needs.	Academic Support Program	07/01/2015	09/30/2016	\$0	No Funding Required	Principal, Assistant Principal, School Counselor, School Psychologist, Special Education Staff, Classroom Teachers
--	--------------------------	------------	------------	-----	---------------------	--

### Strategy 2:

Collaboration Between General Education and Special Education Staff - Grade level teams of teachers, including the special education teacher collaborating at that grade level, will meet weekly for PLC meetings.

Category: Professional Learning & Support

Activity - Collaboration Between General Education Staff and Special Education Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At PLC meetings, special education teachers will help develop and create lessons based upon KCAS, including modifications and accommodations. Discussions will take place regarding individual student instruction and small group instruction.	Academic Support Program	07/01/2015	09/30/2016	\$0	No Funding Required	Administrative Team, Special Education Staff, and General Education Staff

Activity - Additional Program Supports for Students with Disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will implement daily instruction from standards based resources aligned to K-PREP format. Students will have experiences with multiple choice, short answer, and extended response with grade level appropriate materials.	Academic Support Program	07/01/2015	09/30/2016	\$0	No Funding Required	Administrative Team and Special Education Teachers

### Strategy 3:

Learning Walks - Learning walks in special education classrooms with effective feedback.

Category: Professional Learning & Support

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## KDE Comprehensive School Improvement Plan

Kenton Elementary School

Observations conducted of special education instruction, with emphasis on differentiated learning to address the specific needs of special education students. Effective feedback given addressing KCAS, instructional strategies, lesson plans, classroom management, remediation principles and implementation, and formative assessment measures.	Professional Learning	07/01/2015	09/30/2016	\$0	No Funding Required	Principal and Assistant Principal
--	-----------------------	------------	------------	-----	---------------------	-----------------------------------

### Strategy 4:

Text-Dependent Questions - Use of detailed explanations to answer text dependent questions.

Category: Continuous Improvement

Activity - Answering Text-Dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work daily with reading passages on grade level to practice formulating answers that thoroughly explain the question and will use information from the passage in the answer.	Academic Support Program	07/01/2015	09/30/2016	\$0	No Funding Required	Administrative Team and Certified Staff

### Strategy 5:

Constructed Response - Daily practice with constructed response items.

Category: Continuous Improvement

Activity - Extended Response and Short Answer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work daily with students in the area of reading and math with grade level appropriate strategies and prompts to practice answering short answer and extended response questions.	Academic Support Program	07/01/2015	09/30/2016	\$0	No Funding Required	Administrative Team and Special Education Teachers

### Strategy 6:

Reading Intervention - Reading Program for Grades 1 and 2

Category: Continuous Improvement

Activity - Reading Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 1 and 2 students participate in the Reading Intervention program during RTI. This program is designed for small group reading instruction for those students performing below grade level.	Academic Support Program	07/01/2015	09/30/2016	\$0	No Funding Required	Administrative Team, Reading Specialist, District Consultant, and Special Education Assistants

## Goal 5: Proficiency - 3rd Grade K-PREP

### Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 64.1% in 2015 to 66.0% by 10/01/2016 as measured by school report Next Generation Learners Achievement for 3rd grade.

### Strategy 1:

System 44/Best Practices - Students needing remedial interventions in reading will participate in System 44.

Category: Continuous Improvement

Activity - System 44/Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing in the lowest percentiles will be identified as participants in System 44. Programs emphasizes small group and technology based instruction for those with skills lacking in the area of basic reading phonics and fluency.	Academic Support Program	08/31/2015	05/27/2016	\$1500	General Fund	Administrative Team, System 44 and Read 180 Teachers

### Strategy 2:

Read 180 - Students participate in research based HMH program for core reading principles with instruction designed to meet the needs of varying levels and emphasis on low performance in reading based upon HMS Reading and Phonics Inventories.

Category: Continuous Improvement

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students struggling to ascertain reading concepts participate in core reading program of Read 180 to obtain instruction focused on particular areas of weakness and learning paths provided through daily technology that meets individual needs.	Academic Support Program	11/01/2015	05/27/2016	\$5000	General Fund	Read 180 Teacher, Special Ed. Teacher, Administrative Team

### Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 54.4% to 56.0% by 05/27/2016 as measured by school report card Next Generation Learners Achievement for 3rd grade .

### Strategy 1:

Do the Math - Students identified having areas of weakness in math will participate in small group instruction daily for Do the Math.

Category: Continuous Improvement

## KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction provided daily for students at his/her instructional math level. Children participate in hands-on and technology based activities to support math mastery.	Academic Support Program	08/31/2015	05/27/2016	\$41000	Grant Funds	Math Intervention Teacher (MIT), Special Education Teachers

### Strategy 2:

Number Talks - Students will participate in Number Talks for 10 to 15 minutes at least three times per week, at a minimum.

Category: Continuous Improvement

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students must describe multiple ways in mathematical conversations on how to solve a given problem. Emphasis is placed on use of mathematical vocabulary and explanations.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	District Math Consultant, Administrative Team, and Classroom Teachers

## Goal 6: Program Reviews

### Measurable Objective 1:

collaborate to increase our school's writing score from 8.1 in 2015 to 8.5 by 05/27/2016 as measured by program review state report .

### Strategy 1:

Instructional Strategies to Improve the Writing Program Review - All grade levels and classrooms will support the writing curriculum by providing evidence based student work samples, including formative and summative assessment measures.

Category: Continuous Improvement

Activity - Development of Rubrics and Effective Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together with district consultants and administration to develop rubrics to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Certified Staff, Administrative Team, and District Consultants

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Use of Student Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Activity - Committee Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Teachers

Activity - Professional Development /Formative and Summative Assessment and Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with district consultants and administration to improve the development of formative and summative assessment and curriculum and instruction for students in the area of writing program review.	Professional Learning	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team, Certified Teachers, and District Consultants

## Measurable Objective 2:

collaborate to increase our school's practical living and career studies score from 8.3 in 2015 to 8.6 average overall score by 05/27/2016 as measured by program review state report. .

## Strategy 1:

Instructional Strategies to Support Practical Living and Career Studies - All grade levels and classrooms will support the practical living and career studies curriculum by providing evidence based student work samples, including formative and summative assessment measures.

Category: Continuous Improvement

Activity - Development of Rubrics and Effective Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Activity - Use of Student Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## KDE Comprehensive School Improvement Plan

Kenton Elementary School

Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team, Certified Teachers, and District Consultants
<b>Activity - Committee Work</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Teachers
<b>Activity - Professional Development/Formative and Summative Assessment and Curriculum and Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Work with district consultants and administrative team to improve the development of formative and summative assessment and curriculum and assessment for students in the area of practical living and career studies.	Professional Learning	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team, Certified Teachers, and District Consultants

## Goal 7: Proficiency/Achievement

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP Proficiency scores from 60.7% in 2015 to 66.6%% by 10/01/2016 as measured by school report card delivery targets.

### Strategy 1:

Use of Data to Drive Instruction - MAP, Common Assessments, K-PREP, RTI Progress Monitoring, and Daily Formative Assessments will drive instruction.

Category: Continuous Improvement

<b>Activity - MAP Data</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
MAP assessment will be given three times per year to be utilized in a summative and formative manner. MAP data will be reviewed both collectively and individually with grade level teams of teachers. Listing of students generated three times per year to progress monitor and place in tier II or tier I interventions consisting of research based programs.	Academic Support Program	09/07/2015	05/01/2016	\$0	No Funding Required	Administrative Team and Certified Teachers
<b>Activity - Common Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## KDE Comprehensive School Improvement Plan

Kenton Elementary School

Common Assessments will be utilized to determine whether students are mastering KCAS. Item analysis of common assessments will take place to be utilized for the creation of flashbacks and remediation of content.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Staff
<b>Activity - K-PREP Data Analysis</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
K-PREP data will be analyzed to determine overall school achievement levels, trends with the GAP population, and overall growth. This information will allow teachers to reflect upon past and present instructional practices and determine individual student needs.	Academic Support Program	09/01/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Teachers
<b>Activity - RTI Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students falling into one or more of the three categories: consisting of low achievement, GAP, and/or displaying no growth will be placed on a "Watch" list and progress monitored.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Staff
<b>Activity - Daily Formative Assessment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Daily formative assessment measures will take place in each classroom in the areas of reading and math.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Certified Teachers
<b>Activity - End of Week Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers building-wide implement a weekly assessment covering learner targets in reading and math. Remediation takes place immediately in areas demonstrating the most need and attention.	Academic Support Program	11/16/2015	05/27/2016	\$0	No Funding Required	Administrative Team, Certified Staff Members

### Strategy 2:

Unit Plans - Teachers will implement unit plans based upon reading and math KCAS.

Category: Continuous Improvement

<b>Activity - Lesson Plans</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers are to design daily reading lesson plans for 90 minutes of instruction and daily math lesson plans for 60 minutes of instruction. Required components of the lesson plan to implement are: aligned learner target to KCAS, flashbacks, vocabulary instruction, direct instruction, RTI with small group instruction, and formative assessment measures. Teachers create plans together with administrative feedback at weekly PLC meetings. RTI is to take place for 30 to 45 minutes in reading and 30 minutes in math daily.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Staff

## KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize at least once weekly SET model in math to show, explain, and tell about math problems, and use ACE in ELA to answer the question, cite evidence from the text, and extend responses.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Classroom Teachers

### Strategy 3:

Family Resource Center Involvement - FRC Coordinator will collaborate with staff and community members to improve literacy and mathematics skills.

Category: Stakeholder Engagement

Activity - Fall Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will participate in a variety of literacy stations to learn helpful tips and ways to support reading at home.	Parent Involvement	10/29/2015	10/29/2015	\$0	No Funding Required	Literacy Committee Members, Administrators and FRC Coordinator

Activity - Whiz Kids Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community outreach program mentors children after school to promote character education, literacy and math skills.	Academic Support Program	09/01/2015	05/27/2016	\$0	No Funding Required	FRC Coordinator

### Strategy 4:

Response to Instruction - RTI groupings designed to engage and challenge students.

Category: Continuous Improvement

Activity - RTI Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped for RTI instruction in the areas of reading and math based upon formative and summative assessment measures. Students not making expected growth are placed in a RTI group whereby the teacher plans for rigorous tasks designed to facilitate student engagement, higher interest levels and curriculum opportunities to challenge the students to ensure academic growth takes place.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Teachers

Activity - HMH Research Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 Reading programs to support those students with obvious deficits in reading. Programs support phonological awareness, phonics, fluency, and reading comprehension skills.	Academic Support Program	08/31/2015	05/31/2016	\$0	No Funding Required	Read 180 and System 44 Teachers, Administrative Team



**KDE Comprehensive School Improvement Plan**

Kenton Elementary School

Activity - Do The Math Research Based Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do The Math is a research based intervention. At Kenton 8 or less students participate in small group instruction with the MIT or special education teacher. Students are provided with math instruction that meets the level of his/her need.	Academic Support Program	08/31/2015	05/31/2016	\$41000	Grant Funds	MIT, Special Education Teacher, Administration Team

**Strategy 5:**

Vocabulary - Students are expected to use content vocabulary in constructed response answers.

Category: Continuous Improvement

Activity - Content Vocabulary in Constructed Response Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be required to use content vocabulary in constructed response questions to formulate more detailed and thorough answers to questions.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Teachers

**Strategy 6:**

Daily 5 - Grades 1 and 2 will implement the Daily 5 as a process to implement ELA curriculum.

Category: Continuous Improvement

Activity - Daily 5 Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 1 and 2 implement the Daily 5 process to facilitate ELA curriculum in the classroom. Students are involved in mini lessons and stations daily for 120 minutes. Children read to self, read to others, listen to reading, write, and work with words, along with practicing specific skills and comprehension strategies.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Teachers

**Strategy 7:**

Number Talks - Students use mental math and oral communication strategies to answer mathematical problems.

Category: Continuous Improvement

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers implement at least 3 times per week Number Talks strategies to present a problem, ask students to mentally generate an answer, and share strategies for answering the problem presented.	Academic Support Program	08/31/2015	05/27/2016	\$0	No Funding Required	Administrative Team and Certified Staff

## Goal 8: Wellness

### Measurable Objective 1:

collaborate to Create a plan to increase the awareness of the district and school wellness policy to all faculty members to 100 percent by 05/27/2016 as measured by Survey results.

### Strategy 1:

Wellness policy awareness plan - Wellness Committee will plan for and implement strategies to create an awareness and compliance with the KCSD Wellness Policy and school level wellness policy.

Category: Professional Learning & Support

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD wellness policy and school level wellness policy.	Policy and Process	08/31/2015	05/27/2016	\$0	No Funding Required	Committee

## Goal 9: Novice Reduction

### Measurable Objective 1:

collaborate to decrease the novice percentage in reading from 14.6% to 13.1% by 10/01/2016 as measured by Next-Generation Learners School Report Card.

### Strategy 1:

End of Week Assessments - Students will be assessed at the end of each week to demonstrate mastery on weekly learner targets.

Category: Continuous Improvement

Activity - End of Week Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give an end of week assessment covering the weekly learner targets to identify students that did not master concepts. Students will be receive remediation immediately through small group instruction and/or flashbacks.	Academic Support Program	11/16/2015	05/27/2016	\$0	No Funding Required	Certified Teachers, Administrative Team

### Strategy 2:

RTI Administration Meeting - Team of Administrators meet weekly to track progress monitoring and identify those students performing at the novice level.

Category: Continuous Improvement

**KDE Comprehensive School Improvement Plan**

Kenton Elementary School

Activity - RTI Administration Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators meet weekly to determine those students performing at the novice level. Students identified are tracked through progress monitoring and forms of data. Program identification is reviewed for students to ensure implementation of instruction is at the student's level and is challenging students. Goal is to quickly provide remediation and move students to on grade level opportunities and experiences in reading.	Academic Support Program	07/01/2015	05/27/2016	\$0	No Funding Required	Administration Team

**Strategy 3:**

RTI Instruction - Students will be placed in the correct RTI intervention to help support novice reduction.

Category: Continuous Improvement

Activity - RTI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in research based program and/or strategies to help support and meet instructional needs. Progress will be monitored and tracked. Those not making progress after 12 data points will be referred for program changes and/or SAT process.	Academic Support Program	07/01/2015	05/27/2016	\$0	No Funding Required	Administrative Team, Certified Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Do the Math	Small group instruction provided daily for students at his/her instructional math level. Children participate in hands-on and technology based activities to support math mastery.	Academic Support Program	08/31/2015	05/27/2016	\$41000	Math Intervention Teacher (MIT), Special Education Teachers
Do The Math Research Based Intervention	Do The Math is a research based intervention. At Kenton 8 or less students participate in small group instruction with the MIT or special education teacher. Students are provided with math instruction that meets the level of his/her need.	Academic Support Program	08/31/2015	05/31/2016	\$41000	MIT, Special Education Teacher, Administration Team
<b>Total</b>					<b>\$82000</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
System 44/Best Practice	Students performing in the lowest percentiles will be identified as participants in System 44. Programs emphasizes small group and technology based instruction for those with skills lacking in the area of basic reading phonics and fluency.	Academic Support Program	08/31/2015	05/27/2016	\$1500	Administrative Team, System 44 and Read 180 Teachers
Access to Instructional Technology	Funds secured in the instructional allocation, collaboration with PTA, and fundraiser finances to support the additional purchase of smartboards and student work stations for classrooms.	Technology	07/01/2015	06/30/2017	\$14000	Principal
Read 180	Students struggling to ascertain reading concepts participate in core reading program of Read 180 to obtain instruction focused on particular areas of weakness and learning paths provided through daily technology that meets individual needs.	Academic Support Program	11/01/2015	05/27/2016	\$5000	Read 180 Teacher, Special Ed. Teacher, Administrative Team
<b>Total</b>					<b>\$20500</b>	

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Jump-Start	Kindergarten teachers will facilitate an introduction to kindergarten prior to the start of school to introduce practices, habits and routines expected in kindergarten. Basic social and academic kindergarten skills will be reviewed.	Academic Support Program	07/01/2016	08/15/2016	\$1200	Kindergarten Team
<b>Total</b>					\$1200	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Development of Rubrics and Effective Feedback	Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team, Certified Teachers, and District Consultants
Content Vocabulary in Constructed Response Questions	Students will be required to use content vocabulary in constructed response questions to formulate more detailed and thorough answers to questions.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Teachers
Fall Family Literacy Night	Families will participate in a variety of literacy stations to learn helpful tips and ways to support reading at home.	Parent Involvement	10/29/2015	10/29/2015	\$0	Literacy Committee Members, Administrators and FRC Coordinator
Learning Walks	Observations conducted of special education instruction, with emphasis on differentiated learning to address the specific needs of special education students. Effective feedback given addressing KCAS, instructional strategies, lesson plans, classroom management, remediation principles and implementation, and formative assessment measures.	Professional Learning	07/01/2015	09/30/2016	\$0	Principal and Assistant Principal
Use of Student Models	Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team, Certified Teachers, and District Consultants

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Collaboration Between General Education Staff and Special Education Staff	At PLC meetings, special education teachers will help develop and create lessons based upon KCAS, including modifications and accommodations. Discussions will take place regarding individual student instruction and small group instruction.	Academic Support Program	07/01/2015	09/30/2016	\$0	Administrative Team, Special Education Staff, and General Education Staff
Progress Monitoring of RTI Data	Administrative RTI team will monitor weekly the students identified with disabilities. RTI tracking sheet will be completed by teachers indicating the research based programs and data points for reading and math. Administrative team will give feedback on progress or make suggestions to program changes. Work will take place with the special education staff utilizing data to identify specific student needs.	Academic Support Program	07/01/2015	09/30/2016	\$0	Principal, Assistant Principal, School Counselor, School Psychologist, Special Education Staff, Classroom Teachers
Answering Text-Dependent Questions	Students will work daily with reading passages on grade level to practice formulating answers that thoroughly explain the question and will use information from the passage in the answer.	Academic Support Program	07/01/2015	09/30/2016	\$0	Administrative Team and Certified Staff
Common Assessments	Common Assessments will be utilized to determine whether students are mastering KCAS. Item analysis of common assessments will take place to be utilized for the creation of flashbacks and remediation of content.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Staff
Committee Work	Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Teachers
RTI Instruction	Students will be placed in research based program and/or strategies to help support and meet instructional needs. Progress will be monitored and tracked. Those not making progress after 12 data points will be referred for program changes and/or SAT process.	Academic Support Program	07/01/2015	05/27/2016	\$0	Administrative Team, Certified Teachers
Number Talks	Students must describe multiple ways in mathematical conversations on how to solve a given problem. Emphasis is placed on use of mathematical vocabulary and explanations.	Academic Support Program	08/31/2015	05/27/2016	\$0	District Math Consultant, Administrative Team, and Classroom Teachers

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Lesson Plans	Teachers are to design daily reading lesson plans for 90 minutes of instruction and daily math lesson plans for 60 minutes of instruction. Required components of the lesson plan to implement are: aligned learner target to KCAS, flashbacks, vocabulary instruction, direct instruction, RTI with small group instruction, and formative assessment measures. Teachers create plans together with administrative feedback at weekly PLC meetings. RTI is to take place for 30 to 45 minutes in reading and 30 minutes in math daily.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Staff
Reading Intervention Program	Grades 1 and 2 students participate in the Reading Intervention program during RTI. This program is designed for small group reading instruction for those students performing below grade level.	Academic Support Program	07/01/2015	09/30/2016	\$0	Administrative Team, Reading Specialist, District Consultant, and Special Education Assistants
RTI Administration Meeting	Administrators meet weekly to determine those students performing at the novice level. Students identified are tracked through progress monitoring and forms of data. Program identification is reviewed for students to ensure implementation of instruction is at the student's level and is challenging students. Goal is to quickly provide remediation and move students to on grade level opportunities and experiences in reading.	Academic Support Program	07/01/2015	05/27/2016	\$0	Administration Team
Constructed Response	Students will utilize at least once weekly SET model in math to show, explain, and tell about math problems, and use ACE in ELA to answer the question, cite evidence from the text, and extend responses.	Academic Support Program	08/31/2015	05/27/2016	\$0	Classroom Teachers
End of Week Assessments	Teachers will give an end of week assessment covering the weekly learner targets to identify students that did not master concepts. Students will be receive remediation immediately through small group instruction and/or flashbacks.	Academic Support Program	11/16/2015	05/27/2016	\$0	Certified Teachers, Administrative Team
RTI Progress Monitoring	Students falling into one or more of the three categories: consisting of low achievement, GAP, and/or displaying no growth will be placed on a "Watch" list and progress monitored.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Staff
Extended Response and Short Answer	Teachers will work daily with students in the area of reading and math with grade level appropriate strategies and prompts to practice answering short answer and extended response questions.	Academic Support Program	07/01/2015	09/30/2016	\$0	Administrative Team and Special Education Teachers
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD wellness policy and school level wellness policy.	Policy and Process	08/31/2015	05/27/2016	\$0	Committee

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Daily Formative Assessment	Daily formative assessment measures will take place in each classroom in the areas of reading and math.	Academic Support Program	08/31/2015	05/27/2016	\$0	Certified Teachers
RTI Groupings	Students are grouped for RTI instruction in the areas of reading and math based upon formative and summative assessment measures. Students not making expected growth are placed in a RTI group whereby the teacher plans for rigorous tasks designed to facilitate student engagement, higher interest levels and curriculum opportunities to challenge the students to ensure academic growth takes place.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Teachers
Additional Program Supports for Students with Disabilities	Special education teachers will implement daily instruction from standards based resources aligned to K-PREP format. Students will have experiences with multiple choice, short answer, and extended response with grade level appropriate materials.	Academic Support Program	07/01/2015	09/30/2016	\$0	Administrative Team and Special Education Teachers
MAP Data	MAP assessment will be given three times per year to be utilized in a summative and formative manner. MAP data will be reviewed both collectively and individually with grade level teams of teachers. Listing of students generated three times per year to progress monitor and place in tier II or tier I interventions consisting of research based programs.	Academic Support Program	09/07/2015	05/01/2016	\$0	Administrative Team and Certified Teachers
Professional Development /Formative and Summative Assessment and Curriculum and Instruction	Work with district consultants and administration to improve the development of formative and summative assessment and curriculum and instruction for students in the area of writing program review.	Professional Learning	08/31/2015	05/27/2016	\$0	Administrative Team, Certified Teachers, and District Consultants
Daily 5 Reading Strategies	Grades 1 and 2 implement the Daily 5 process to facilitate ELA curriculum in the classroom. Students are involved in mini lessons and stations daily for 120 minutes. Children read to self, read to others, listen to reading, write, and work with words, along with practicing specific skills and comprehension strategies.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Teachers
Available Resources for Teachers	Teachers participate monthly and as needed in professional development opportunities provided by district consultants in the areas of technology, student enrichment activities, RTI, writing instruction, reading programs, data analysis, math fluency and number operations.	Professional Learning	07/01/2015	06/30/2017	\$0	The Administrative Team, Teachers, and District Consultants
HMH Research Based Programs	Read 180 and System 44 Reading programs to support those students with obvious deficits in reading. Programs support phonological awareness, phonics, fluency, and reading comprehension skills.	Academic Support Program	08/31/2015	05/31/2016	\$0	Read 180 and System 44 Teachers, Administrative Team



# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Kindergarten Orientation	Parents will attend an informational orientation to help prepare their children for kindergarten. The administrative team, kindergarten teachers, and assistants present necessary information about the kindergarten program, including academic and social expectations.	Parent Involvement	08/01/2016	08/31/2016	\$0	Kindergarten Team of Teachers and Administrative Team
Professional Development/Formative and Summative Assessment and Curriculum and Instruction	Work with district consultants and administrative team to improve the development of formative and summative assessment and curriculum and assessment for students in the area of practical living and career studies.	Professional Learning	08/31/2015	05/27/2016	\$0	Administrative Team, Certified Teachers, and District Consultants
Committee Work	Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Teachers
End of Week Assessments	Teachers building-wide implement a weekly assessment covering learner targets in reading and math. Remediation takes place immediately in areas demonstrating the most need and attention.	Academic Support Program	11/16/2015	05/27/2016	\$0	Administrative Team, Certified Staff Members
Development of Rubrics and Effective Feedback	Teachers will work together with district consultants and administration to develop rubrics to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/31/2015	05/27/2016	\$0	Certified Staff, Administrative Team, and District Consultants
Number Talks	Teachers implement at least 3 times per week Number Talks strategies to present a problem, ask students to mentally generate an answer, and share strategies for answering the problem presented.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team and Certified Staff
Use of Student Models	Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/31/2015	05/27/2016	\$0	Administrative Team, Certified Teachers, and District Consultants
Whiz Kids Mentoring Program	Community outreach program mentors children after school to promote character education, literacy and math skills.	Academic Support Program	09/01/2015	05/27/2016	\$0	FRC Coordinator
K-PREP Data Analysis	K-PREP data will be analyzed to determine overall school achievement levels, trends with the GAP population, and overall growth. This information will allow teachers to reflect upon past and present instructional practices and determine individual student needs.	Academic Support Program	09/01/2015	05/27/2016	\$0	Administrative Team and Certified Teachers
<b>Total</b>					<b>\$0</b>	

# **KDE 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?**

We are using our school report card data, as well as other data sources, to determine how to best meet the needs of all Kenton Elementary students. We continue to make improvements yearly in all areas of the state K-PREP accountability model. Kenton Elementary's percentile ranking in the state over the past three years has improved from ranking at the 69th percentile to currently in 2015 ranking at the 88th percentile. Our achievement score is at 79.6, coming from a 77.2 in 2012. The Gap score is at 45.3, coming from 43.1 in 2012 and our Growth score is at 66.3, which has declined since 2012 when our Growth was at 71.8. In 2015, we did not meet the delivery targets within all content areas with our Gap students, with the exception of students with disabilities in the area of math. The delivery target was a 28.1 and our students with disabilities scored a 30.4. The data does not inform us about individual areas of student strengths and weaknesses within the content areas. We also reference our Teacher Tell Survey data to determine we still have an overall need in the area of enhancing instructional technology for both students and staff. We are hoping to collaborate to increase sufficient access to technology from a 52.2% rating of satisfaction to 55.0%. Our Tell Survey has also indicated to us our staff feels as if they need sufficient training to fully utilize instructional technology. We are working to improve the overall satisfaction rate from 76.2% to 80.0% or higher as indicated by the next Teacher Tell Survey.

## **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?**

For the 2014-2015 school year Kenton Elementary is classified as a Proficient school. K-PREP scores for the 2014-2015 school year improved in the areas of program review and student growth. The overall K-PREP score improved by .09 of a point. An area of strength for Kenton Elementary School overall is the improvements made within the area of reading growth. Overall our students displayed a 7.7 point total gain for the area of reading growth, alone. Another area of strength for Kenton Elementary is our work with the program review. Kenton Elementary made a 13.6 point gain with the program review. To sustain these improvements teachers are implementing instructional units aligned to Common Core Standards. Daily lessons include focused learning targets, response to instruction, and formative assessments. Teacher instruction is based upon MAP data. Interventions provide additional targeted practice and remediation. We continue to closely monitor and collect data on students to track progress and make program modifications, as needed. Additional training and steps have been taken to continue to move our school-wide program review program forward, as well as steps to ensure student growth increases. Teachers continually work to target indicators within the program review that need additional support and evidence. Individual student growth is analyzed for the entire school body based upon frequent and reoccurring MAP data points throughout the school year.

## **Opportunities for Improvement**

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

The area with the most need for improvement is the area of Gap. Our goals are to continue to close the Gap between free and reduced lunch students and students with disabilities as compared to the overall population, specifically in the area of reading. According to our K-PREP Gap scores, which are at 45.3, as compared to our overall achievement for the total school population, which is at 79.6, Kenton Elementary needs to make improvements in this area. As mentioned, reading is an area of concern due to the fact the students with disabilities and free and reduced lunch populations did not meet the reading delivery targets. We plan to continue to implement a minimum of 90 minutes of daily instruction in the area of reading for all grade levels. Additional RTI is implemented daily in the area of reading for all students for 30 to 45 minutes daily, depending upon the grade level. Staff members are exploring how to expand our use of goal setting with more intentional student self-monitoring of progress. Teachers are receiving professional development in programs to refine high quality instruction and intervention. We are identifying children that are showing limited growth and low achievement. We work together as an administrative team to identify children below the 50th percentile in achievement and showing limited growth based upon the Measures of Academic Progress (MAP) assessment given three times per year. We review weekly progress monitoring data from research based interventions to determine if growth is taking place and amend instruction if growth and proficiency is not evident.

## **Conclusion**

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

At Kenton Elementary we are going to continue to work with teachers through embedded PD and PLC meetings to monitor student progress and explore additional instructional resources and strategies. Our next steps are to monitor student progress and growth, specifically in the area of reading for our Gap population, which is a priority focus for teachers and the administrative team. Making sure children receive the appropriate interventions and challenging all students to meet his/her highest learning potential. Tiered instruction takes place in a small group setting to ensure individual needs are being addressed. Kenton Elementary is a very data driven school and we rely on multiple data sources to make instructional decisions. Our students are assessed in a variety of ways throughout the school year, using such measures as K-PREP, HMH Reading Inventory, HMH Phonics Inventory, MAP, AimsWeb, and DIBELS, to name a few. We track progress through such programs as Read Naturally, Reading Intervention, iRead, and Compass Learning, to name a few.

# **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:**

Tell Survey - Instructional Technology

**Measurable Objective 1:**

collaborate to provide teachers with sufficient access to instructional technology from 52.2% in 2015 to 55.0% by 06/01/2017 as measured by Tell Survey Q3.1b.

**Strategy1:**

Access to Instructional Technology - Funds will be secured to purchase technology for classroom use.

Category: Continuous Improvement

Research Cited:

Activity - Access to Instructional Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds secured in the instructional allocation, collaboration with PTA, and fundraiser finances to support the additional purchase of smartboards and student work stations for classrooms.	Technology	07/01/2015	06/30/2017	\$14000 - General Fund	Principal

**Goal 2:**

Tell Survey - Professional Development

**Measurable Objective 1:**

collaborate to provide teachers with sufficient training to fully utilize instructional technology from 76.2% in 2015 to 80.0% by 06/30/2017 as measured by Tell Survey Q8.1h.

**Strategy1:**

Available Resources for Teachers - Teachers will be provided professional development opportunities through work with district consultants, as needed.

Category: Professional Learning & Support

Research Cited:

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Available Resources for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate monthly and as needed in professional development opportunities provided by district consultants in the areas of technology, student enrichment activities, RTI, writing instruction, reading programs, data analysis, math fluency and number operations.	Professional Learning	07/01/2015	06/30/2017	\$0 - No Funding Required	The Administrative Team, Teachers, and District Consultants

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

## Goal 1:

Proficiency/Achievement

### Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP Proficiency scores from 60.7% in 2015 to 66.6%% by 10/01/2016 as measured by school report card delivery targets.

### Strategy1:

Vocabulary - Students are expected to use content vocabulary in constructed response answers.

Category: Continuous Improvement

Research Cited:

Activity - Content Vocabulary in Constructed Response Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to use content vocabulary in constructed response questions to formulate more detailed and thorough answers to questions.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Teachers

### Strategy2:

Daily 5 - Grades 1 and 2 will implement the Daily 5 as a process to implement ELA curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Daily 5 Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 1 and 2 implement the Daily 5 process to facilitate ELA curriculum in the classroom. Students are involved in mini lessons and stations daily for 120 minutes. Children read to self, read to others, listen to reading, write, and work with words, along with practicing specific skills and comprehension strategies.	Academic Support Program	08/31/2015	05/27/2016	\$400 - District Funding	Administrative Team and Certified Teachers

### Strategy3:

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Family Resource Center Involvement - FRC Coordinator will collaborate with staff and community members to improve literacy and mathematics skills.

Category: Stakeholder Engagement

Research Cited:

Activity - Whiz Kids Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community outreach program mentors children after school to promote character education, literacy and math skills.	Academic Support Program	09/01/2015	05/27/2016	\$0 - No Funding Required	FRC Coordinator

Activity - Fall Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families will participate in a variety of literacy stations to learn helpful tips and ways to support reading at home.	Parent Involvement	10/29/2015	10/29/2015	\$0 - No Funding Required	Literacy Committee Members, Administrators and FRC Coordinator

## Strategy4:

Unit Plans - Teachers will implement unit plans based upon reading and math KCAS.

Category: Continuous Improvement

Research Cited:

Activity - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize at least once weekly SET model in math to show, explain, and tell about math problems, and use ACE in ELA to answer the question, cite evidence from the text, and extend responses.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are to design daily reading lesson plans for 90 minutes of instruction and daily math lesson plans for 60 minutes of instruction. Required components of the lesson plan to implement are: aligned learner target to KCAS, flashbacks, vocabulary instruction, direct instruction, RTI with small group instruction, and formative assessment measures. Teachers create plans together with administrative feedback at weekly PLC meetings. RTI is to take place for 30 to 45 minutes in reading and 30 minutes in math daily.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Staff

## Strategy5:

Number Talks - Students use mental math and oral communication strategies to answer mathematical problems.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers implement at least 3 times per week Number Talks strategies to present a problem, ask students to mentally generate an answer, and share strategies for answering the problem presented.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Staff

## Strategy6:

Use of Data to Drive Instruction - MAP, Common Assessments, K-PREP, RTI Progress Monitoring, and Daily Formative Assessments will drive instruction.

Category: Continuous Improvement

Research Cited:

Activity - K-PREP Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-PREP data will be analyzed to determine overall school achievement levels, trends with the GAP population, and overall growth. This information will allow teachers to reflect upon past and present instructional practices and determine individual student needs.	Academic Support Program	09/01/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Assessments will be utilized to determine whether students are mastering KCAS. Item analysis of common assessments will take place to be utilized for the creation of flashbacks and remediation of content.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Staff

Activity - End of Week Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers building-wide implement a weekly assessment covering learner targets in reading and math. Remediation takes place immediately in areas demonstrating the most need and attention.	Academic Support Program	11/16/2015	05/27/2016	\$0 - No Funding Required	Administrative Team, Certified Staff Members

Activity - MAP Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be given three times per year to be utilized in a summative and formative manner. MAP data will be reviewed both collectively and individually with grade level teams of teachers. Listing of students generated three times per year to progress monitor and place in tier II or tier I interventions consisting of research based programs.	Academic Support Program	09/07/2015	05/01/2016	\$0 - No Funding Required	Administrative Team and Certified Teachers

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling into one or more of the three categories: consisting of low achievement, GAP, and/or displaying no growth will be placed on a "Watch" list and progress monitored.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Staff

Activity - Daily Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily formative assessment measures will take place in each classroom in the areas of reading and math.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Certified Teachers

## Strategy7:

Response to Instruction - RTI groupings designed to engage and challenge students.

Category: Continuous Improvement

Research Cited:

Activity - HMM Research Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 and System 44 Reading programs to support those students with obvious deficits in reading. Programs support phonological awareness, phonics, fluency, and reading comprehension skills.	Academic Support Program	08/31/2015	05/31/2016	\$6500 - General Fund	Read 180 and System 44 Teachers, Administrative Team

Activity - Do The Math Research Based Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do The Math is a research based intervention. At Kenton 8 or less students participate in small group instruction with the MIT or special education teacher. Students are provided with math instruction that meets the level of his/her need.	Academic Support Program	08/31/2015	05/31/2016	\$41000 - Grant Funds	MIT, Special Education Teacher, Administration Team

Activity - RTI Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped for RTI instruction in the areas of reading and math based upon formative and summative assessment measures. Students not making expected growth are placed in a RTI group whereby the teacher plans for rigorous tasks designed to facilitate student engagement, higher interest levels and curriculum opportunities to challenge the students to ensure academic growth takes place.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Teachers

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

## Goal 1:

SY 2015-2016

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Kindergarten Readiness

## Measurable Objective 1:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2015 to 50% in 2016 by 10/01/2016 as measured by Brigance with 100% of kindergarteners screened..

## Strategy1:

Kindergarten Jump-Start - Kindergarten Jump-Start will provide our children with skills that will enhance their overall readiness for Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Jump-Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will facilitate an introduction to kindergarten prior to the start of school to introduce practices, habits and routines expected in kindergarten. Basic social and academic kindergarten skills will be reviewed.	Academic Support Program	07/01/2016	08/15/2016	\$1200 - State Funds	Kindergarten Team

## Strategy2:

Kindergarten Parent Orientation - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten.

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend an informational orientation to help prepare their children for kindergarten. The administrative team, kindergarten teachers, and assistants present necessary information about the kindergarten program, including academic and social expectations.	Parent Involvement	08/01/2016	08/31/2016	\$0 - No Funding Required	Kindergarten Team of Teachers and Administrative Team

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

## Goal 1:

Kindergarten Readiness

## Measurable Objective 1:

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2015 to 50% in 2016 by 10/01/2016 as measured by Brigance with 100% of kindergarteners screened..

## Strategy1:

Kindergarten Parent Orientation - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten.

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend an informational orientation to help prepare their children for kindergarten. The administrative team, kindergarten teachers, and assistants present necessary information about the kindergarten program, including academic and social expectations.	Parent Involvement	08/01/2016	08/31/2016	\$0 - No Funding Required	Kindergarten Team of Teachers and Administrative Team

## Strategy2:

Kindergarten Jump-Start - Kindergarten Jump-Start will provide our children with skills that will enhance their overall readiness for Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Jump-Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will facilitate an introduction to kindergarten prior to the start of school to introduce practices, habits and routines expected in kindergarten. Basic social and academic kindergarten skills will be reviewed.	Academic Support Program	07/01/2016	08/15/2016	\$1200 - State Funds	Kindergarten Team

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

## Goal 1:

Proficiency - 3rd Grade K-PREP

## Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 54.4% to 56.0% by 05/27/2016 as measured by school report card Next Generation Learners Achievement for 3rd grade .



# KDE Comprehensive School Improvement Plan

Kenton Elementary School

## Strategy1:

Do the Math - Students identified having areas of weakness in math will participate in small group instruction daily for Do the Math.

Category: Continuous Improvement

Research Cited:

Activity - Do the Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction provided daily for students at his/her instructional math level. Children participate in hands-on and technology based activities to support math mastery.	Academic Support Program	08/31/2015	05/27/2016	\$41000 - Grant Funds	Math Intervention Teacher (MIT), Special Education Teachers

## Strategy2:

Number Talks - Students will participate in Number Talks for 10 to 15 minutes at least three times per week, at a minimum.

Category: Continuous Improvement

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students must describe multiple ways in mathematical conversations on how to solve a given problem. Emphasis is placed on use of mathematical vocabulary and explanations.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	District Math Consultant, Administrative Team, and Classroom Teachers

## Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 64.1% in 2015 to 66.0% by 10/01/2016 as measured by school report Next Generation Learners Achievement for 3rd grade.

## Strategy1:

Read 180 - Students participate in research based HMH program for core reading principles with instruction designed to meet the needs of varying levels and emphasis on low performance in reading based upon HMS Reading and Phonics Inventories.

Category: Continuous Improvement

Research Cited:

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students struggling to ascertain reading concepts participate in core reading program of Read 180 to obtain instruction focused on particular areas of weakness and learning paths provided through daily technology that meets individual needs.	Academic Support Program	11/01/2015	05/27/2016	\$5000 - General Fund	Read 180 Teacher, Special Ed. Teacher, Administrative Team

## Strategy2:

System 44/Best Practices - Students needing remedial interventions in reading will participate in System 44.

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Category: Continuous Improvement

Research Cited:

Activity - System 44/Best Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing in the lowest percentiles will be identified as participants in System 44. Programs emphasizes small group and technology based instruction for those with skills lacking in the area of basic reading phonics and fluency.	Academic Support Program	08/31/2015	05/27/2016	\$1500 - General Fund	Administrative Team, System 44 and Read 180 Teachers

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

GAP-Students with Disabilities

## Measurable Objective 1:

collaborate to increase the average combined reading and math percentage of proficient and distinguished scores for students with disabilities from 28.3% in 2015 to 38.6% in 2016 by 09/30/2016 as measured by school report card delivery targets.

## Strategy1:

Progress Monitoring of RTI Data - Administrative team and special education team will meet weekly to determine student needs and individual student progress.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring of RTI Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adminstrative RTI team will monitor weekly the students identified with disabilities. RTI tracking sheet will be completed by teachers indicating the research based programs and data points for reading and math. Administrative team will give feedback on progress or make suggestions to program changes. Work will take place with the special education staff utilizing data to identify specific student needs.	Academic Support Program	07/01/2015	09/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, School Counselor, School Psychologist, Special Education Staff, Classroom Teachers

## Strategy2:

Constructed Response - Daily practice with constructed response items.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Extended Response and Short Answer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work daily with students in the area of reading and math with grade level appropriate strategies and prompts to practice answering short answer and extended response questions.	Academic Support Program	07/01/2015	09/30/2016	\$3000 - District Funding	Administrative Team and Special Education Teachers

### Strategy3:

Learning Walks - Learning walks in special education classrooms with effective feedback.

Category: Professional Learning & Support

Research Cited:

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Observations conducted of special education instruction, with emphasis on differentiated learning to address the specific needs of special education students. Effective feedback given addressing KCAS, instructional strategies, lesson plans, classroom management, remediation principles and implementation, and formative assessment measures.	Professional Learning	07/01/2015	09/30/2016	\$0 - No Funding Required	Principal and Assistant Principal

### Strategy4:

Text-Dependent Questions - Use of detailed explanations to answer text dependent questions.

Category: Continuous Improvement

Research Cited:

Activity - Answering Text-Dependent Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work daily with reading passages on grade level to practice formulating answers that thoroughly explain the question and will use information from the passage in the answer.	Academic Support Program	07/01/2015	09/30/2016	\$0 - No Funding Required	Administrative Team and Certified Staff

### Strategy5:

Collaboration Between General Education and Special Education Staff - Grade level teams of teachers, including the special education teacher collaborating at that grade level, will meet weekly for PLC meetings.

Category: Professional Learning & Support

Research Cited:

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Collaboration Between General Education Staff and Special Education Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At PLC meetings, special education teachers will help develop and create lessons based upon KCAS, including modifications and accommodations. Discussions will take place regarding individual student instruction and small group instruction.	Academic Support Program	07/01/2015	09/30/2016	\$0 - No Funding Required	Administrative Team, Special Education Staff, and General Education Staff

Activity - Additional Program Supports for Students with Disabilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will implement daily instruction from standards based resources aligned to K-PREP format. Students will have experiences with multiple choice, short answer, and extended response with grade level appropriate materials.	Academic Support Program	07/01/2015	09/30/2016	\$3000 - General Fund	Administrative Team and Special Education Teachers

### Strategy6:

Reading Intervention - Reading Program for Grades 1 and 2

Category: Continuous Improvement

Research Cited:

Activity - Reading Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 1 and 2 students participate in the Reading Intervention program during RTI. This program is designed for small group reading instruction for those students performing below grade level.	Academic Support Program	07/01/2015	09/30/2016	\$0 - No Funding Required	Administrative Team, Reading Specialist, District Consultant, and Special Education Assistants

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

### Goal 1:

Program Reviews

### Measurable Objective 1:

collaborate to increase our school's practical living and career studies score from 8.3 in 2015 to 8.6 average overall score by 05/27/2016 as

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

measured by program review state report. .

## Strategy1:

Instructional Strategies to Support Practical Living and Career Studies - All grade levels and classrooms will support the practical living and career studies curriculum by providing evidence based student work samples, including formative and summative assessment measures.

Category: Continuous Improvement

Research Cited:

Activity - Development of Rubrics and Effective Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work together with district consultants to develop rubrics and use to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Activity - Professional Development/Formative and Summative Assessment and Curriculum and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with district consultants and administrative team to improve the development of formative and summative assessment and curriculum and assessment for students in the area of practical living and career studies.	Professional Learning	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Activity - Use of Student Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Activity - Committee Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Teachers

## Measurable Objective 2:

collaborate to increase our school's writing score from 8.1 in 2015 to 8.5 by 05/27/2016 as measured by program review state report .

## Strategy1:

Instructional Strategies to Improve the Writing Program Review - All grade levels and classrooms will support the writing curriculum by providing evidence based student work samples, including formative and summative assessment measures.

Category: Continuous Improvement

SY 2015-2016

**KDE Comprehensive School Improvement Plan**

Kenton Elementary School

Research Cited:

<b>Activity - Development of Rubrics and Effective Feedback</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will work together with district consultants and administration to develop rubrics to score student samples of work aligned to the curriculum. Effective feedback will be given to students on work products.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Certified Staff, Administrative Team, and District Consultants

<b>Activity - Committee Work</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Committee work to create monthly requirements for staff and student generated items for the program review. Committee will determine areas of need and who will take responsibility for required pieces.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team and Certified Teachers

<b>Activity - Professional Development /Formative and Summative Assessment and Curriculum and Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Work with district consultants and administration to improve the development of formative and summative assessment and curriculum and instruction for students in the area of writing program review.	Professional Learning	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

<b>Activity - Use of Student Models</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/31/2015	05/27/2016	\$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School



**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	N/A		

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

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

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

Kenton Elementary School

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

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

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

Kenton Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

**KDE Comprehensive School Improvement Plan**

Kenton Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	N/A		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	N/A		

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

# **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?**

PTA Board Members, SBDM Council Members, Certified Staff Members, and Administrative Team Members



## Relationship Building

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

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

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

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

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

## Communications

Overall Rating: 2.57

	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 uses informal conversations and/or a parent teacher conference to listen to parents or inform parents of students learning needs.	Apprentice

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

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

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

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 2.14

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

# KDE Comprehensive School Improvement Plan

Kenton Elementary School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

**Advocacy**

Overall Rating: 2.67

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 2.67

	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 some student work with scoring guide and proficient level work.	Apprentice

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

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

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

## Community Partnerships

Overall Rating: 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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	After school programs are offered to some students.	Novice

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

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

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

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



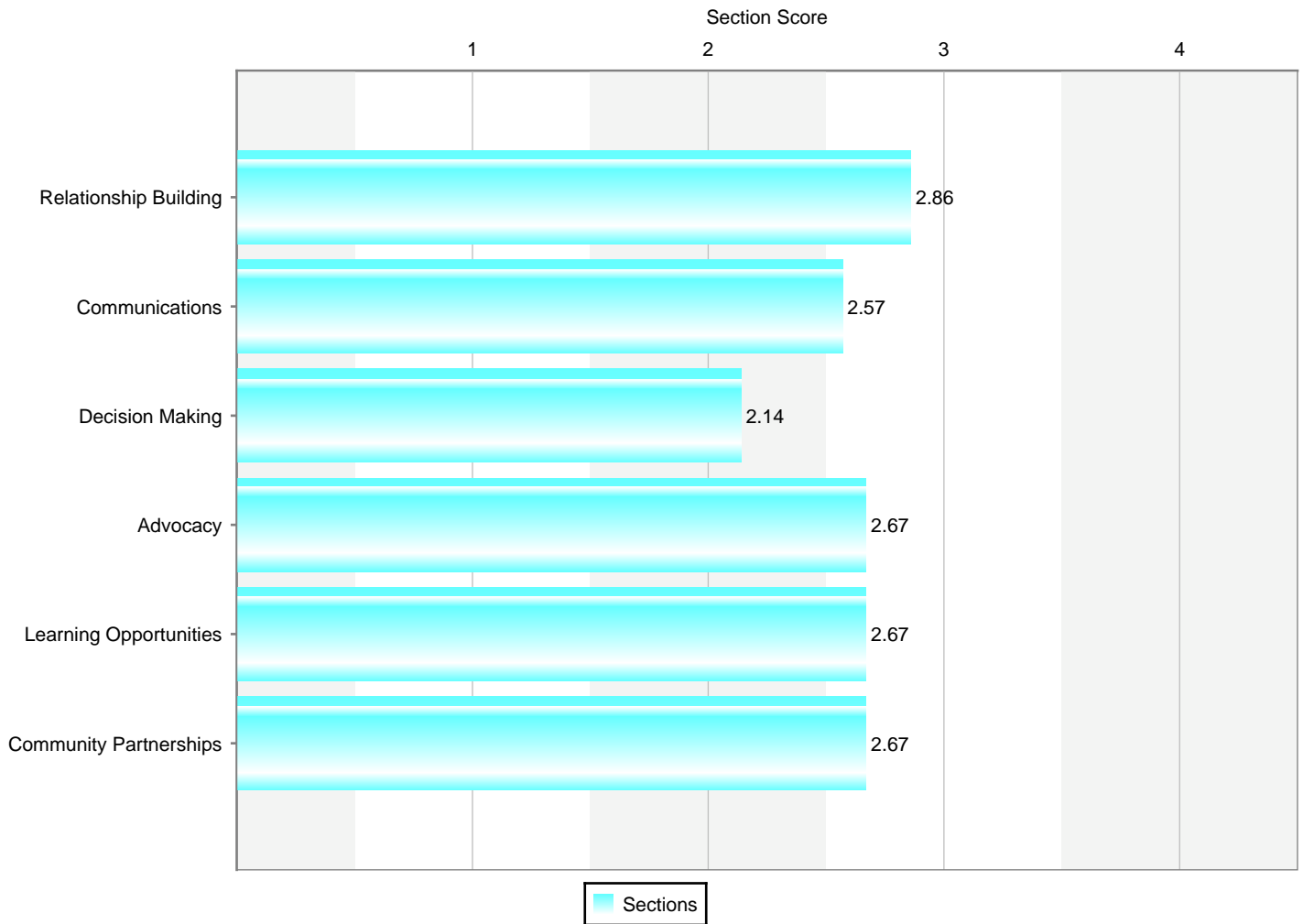
## Reflection

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

Kenton Elementary has very supportive families that contribute to the effectiveness of teaching and learning. We currently do not have a large ELL population. Parents do report a very welcoming environment at Kenton. Parents do receive written information monthly, at minimum, on student achievement. Soliciting parent feedback is a weakness; however, parent surveys were distributed this school year, along with staff and student surveys. Parents do have the opportunity to give feedback to the PTA Board, attend PTA meetings, participate in PTA sponsored and school sponsored events, provide feedback to the SBDM Council members, and/or attend SBDM Council meetings monthly. Kenton Elementary does partner with a variety of community members and businesses. Relationships are typically established through the FRC. The community can participate in programs regularly offered through the FRC pertaining to parent education, activities for students, and for families. All parents are offered parent/teacher conferences. The SBDM Council members do attend training yearly and participate in school level professional development. We do offer information for advocates for parents of those students with disabilities and/or scoring at the novice level. Communication with all stakeholders does take place through our weekly newsletter, bulletin boards, webpage, Twitter and PTA Facebook accounts. Parent workshops are offered through the FRC and the SBDM Council does have a policy in regards to parents visiting classrooms. We do offer a career day and career based instruction that makes use of community resources. As one can see, we have many areas of strength, but we also want to continue to improve in the area of outreach to communities and families.

## 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.**

The development of the CSIP includes a variety of stakeholders. Regularly scheduled meetings are held each month with the PTA Board and SBDM Council. During meetings the CSIP and particularly the discussion of CSIP goals are addressed. Parent members of the PTA were able to provide feedback, which included, but was not limited to: the school environment, relationship building, decisions making, and community involvement. The SBDM Council members were involved in giving specific feedback in the same areas, but also included giving feedback related to goals and objectives. Staff members and the administrative team also give regular feedback during monthly staff meetings and weekly administrative team meetings.

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

Representation from stakeholder groups that participated in the development of the improvement plan included parents, teachers, administrative team members, and community members. Each had a responsibility in giving constructive feedback towards relationship building, goals and objectives, school communication, decision making, school community partnerships, and learning opportunities, to name a few.

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

Final improvement plan is communicated to all stakeholders by being presented at SBDM Council meetings, staff meetings, and posted on our district webpage. SBDM Council members receive monthly feedback on its progress, as well as staff members. SBDM Council meetings are open to the public for any stakeholders to attend to find out more information related to our improvement plan.

# **School Safety Report**

## **Introduction**

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

### School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Revised on 05/14/15	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	05/14/15	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	07/30/15	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	08/17/15	

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

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



**KDE Comprehensive School Improvement Plan**

Kenton Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	08/21/15	

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	09/15/15	

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

# **Equitable Access Diagnostic**

## **Introduction**

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

## Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Yes, through the state required Highly Qualified report we are able to show data that supports all of our staff is highly qualified. On average 150 teachers apply for any one given elementary teaching position that is posted. Kenton Elementary has SBDM Council policies that review consultation and staffing requirements and needs. Teacher turnover rate is at 17.5%, which is slightly above the state average, but below the district average.	

**What are the barriers identified?**

Barriers are for funding to have the number of staff needed to implement effectively and efficiently the research based programs for those students who have academic needs. Barriers are also for funding for the World Language program review. Compared to the state and district percentages, we do have a high number of students identified as a student with a disability.

**What sources of data were used to determine the barriers?**

Sources of data are from the program review data and also from K-PREP, where examinations took place to analyze the need for novice reduction. MAP and progress monitoring data is also useful in determining the amount of need for research based programs/per student(s). Working Conditions data was also utilized to determine we have a high number of Free/Reduced Lunch students, 34.20%, as compared to the district average of 40%, yet we do not receive Title I funding. This data also allows us to track the percentage of students with disabilities compared to the state and district averages. We also can track ELL, average years of teaching experience, and office discipline data.

**What are the root causes of those identified barriers?**

Root cause of identified barrier is not having enough funding to support additional staff to implement research based programs and strategies, based upon the level of need from data sources reported.

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

Working Conditions data suggest that Kenton scores above the state and the district level in the areas of Managing Student Conduct, Community Engagement, and Support, and School Leadership. Overall effectiveness of teachers and leaders, along with overall growth ratings of teachers and leaders not reported for the school, but as a district overall effectiveness of teachers and leaders is at 93% and overall growth rating of teachers and leaders is at 99%.



## **Equitable Access Strategies**

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

SBDM Council does have a policy that describes the process for the assignment of students to teachers. Parents are able to give input about the learning styles and preferences of his/her child. Teachers also work together to make recommendations to the principal about class assignments for the upcoming school year. Teachers work together as a team to balance class sizes and equity. RTI team of administrators work to then review the recommendations and make any modifications. Principal has final decision over student assignment.

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

Data is used to make student assignments based upon MAP. Teachers ensure there is equity in the classrooms based upon the MAP data. All teachers are highly qualified; therefore, all students are assigned to a highly qualified educator.

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

On average, 150 applicants apply for any given elementary position posted at Kenton Elementary. Resumes are reviewed and screened from the administrative team, and then by the SBDM Council. Interviews then take place with targeted questions specific to the type of curriculum, instruction, and assessment needs of the school. From the high level of applicants, recruitment of effective and diverse teachers is not an issue or problem. Average years of teaching experience at Kenton is 14.80.

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

Through question techniques during the interview that are specifically designed to target the support of school needs, the SBDM Council along with the administration, is able to recruit teachers that are effective in implementing instruction that is targeted to our needs. Through monthly feedback to teachers following Professional Practices Rubric (PPR) Walks, teachers refine their teaching practices to meet the differentiated needs of students in their classrooms.

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

Effective teachers are often retained through providing supports, professional development, and relationships with staff and students.

Successful teachers are identified to the community and student population through announcements of his/her successes. Teachers are recognized as teacher leaders by being given the opportunity to be department and committee chairpersons. Video clips are also developed to use those teachers as models throughout the school and district. Teachers are recognized through nominations for various public awards, such as the Golden Apple, and Kenton County District Excellence in Education Dinner.

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

Supports are provided through mentor teacher experiences for those entering Kenton Elementary for the first time, whether an experienced teacher or not. First year teachers are to participate in the K-TIP model that provided them with the supports of a teacher educator mentor, resource teacher, and principal collaborator in the process. The district provides a training day before school starts. New teachers spend half the day with district level staff, and the other half with school level staff at the District New Teacher Orientation Professional Development Day. District consultants are regularly utilized to support new teachers. Consultants work with teachers through Professional Learning Community meetings and in classrooms.

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

Teachers are required to complete 24 hours of professional development. All have a targeted plan that has to be approved by an administrator. Professional development needs are addressed for those individuals through that plan. All teachers have a growth plan, which also addresses specific needs identified by the teacher and administrator. District consultants regularly support teachers. Consultants work with teachers through Professional Learning communities. District provides a Professional Growth Academy based upon areas of need as noted through PGES and PPR Walks.

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

2015 TELL survey results are being used to address recruitment and retention through looking at the indicators, especially in the area of technology improvements and professional development opportunities. Teachers did indicate the need for more technological resources for staff and students. Teachers also indicated the need for more professional development opportunities to learn more about effective and sufficient use of technology in the classroom.

## Questions

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

Tell Survey goal #2 supports instructional access to technology. The activity supports the allotment of funds secured in the instructional allocation to support additional purchased of technology for students. Tell Survey goal #3 supports the professional development of available resources for teachers, specifically around technology training and supports. Teachers would like the opportunity to work with district consultants, as needed, to learn more about technology in the classroom setting.