



Comprehensive School Improvement Plan

Kenton Elementary School
Kenton County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Kenton Elementary has approximately 660 students with 36 certified teachers. We have around 6% minority population with 38% of our students qualifying for free and reduced lunch status. We only have 3 students in our total population that are ELL. Our special education population is gaining, going to around 16%. Currently, we have two K-TIP teachers and five teachers with one to three years. The assistant principal has three years of experience. We have one National Board Certified teacher on staff. Students do have equitable access to effective educators, as all are highly certified.

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

Barriers would be a lack of exposure to diversity in cultures, with a minority population of only 6%. Also, there is a lack of exposure to World Languages spoken by students, as we only have 3 ELL students. The school has to work very hard to provide students with global experiences and experiences with other varying cultures. We also would like to increase the number of teachers with National Board Certification.

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

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

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

OR

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

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

Goal 1:

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 06/30/2017 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, iPads, chrome notebooks, and student work stations for classrooms.	Technology	07/01/2015	06/30/2017	\$14000 - General Fund	Principal

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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:

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

Goal 3:

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 29.0 in 2016 to 46.2% in 2017 by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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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	08/17/2016	06/15/2017	\$0 - No Funding Required	Principal and Assistant Principal

Strategy2:

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:

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	07/01/2016	07/31/2017	\$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	07/01/2016	07/31/2017	\$0 - No Funding Required	Administrative Team and Special Education Teachers

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

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

Relationship Building

Overall Rating: 3.29

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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: 2.71

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

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

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

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

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

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

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

Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	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.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

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

Learning Opportunities

Overall Rating: 3.67

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

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

	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.	Distinguished

Community Partnerships

Overall Rating: 3.33

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

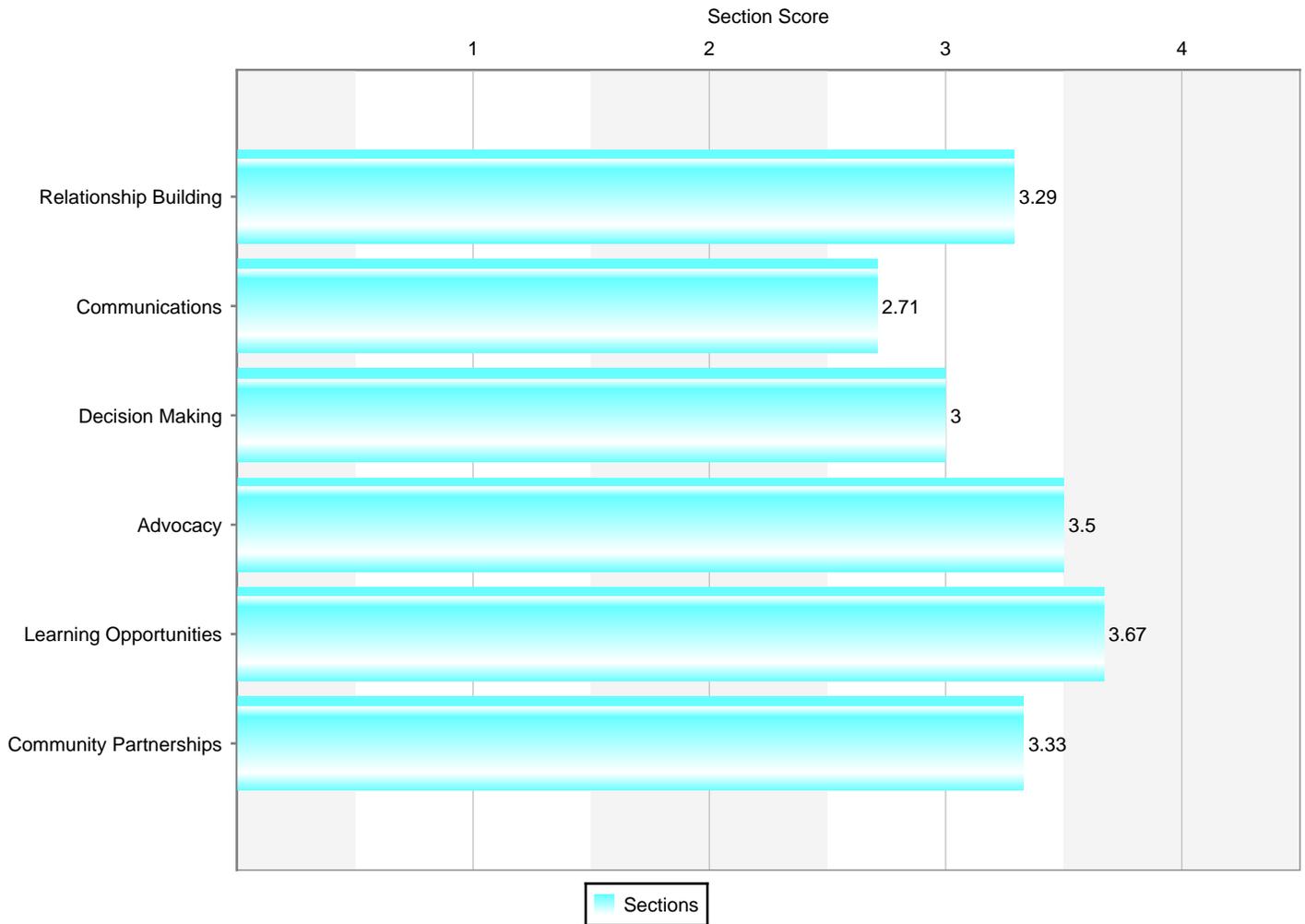
Reflection

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 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, Remind 101 text messaging device, 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.

Phase I - Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

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. Our achievement score is at 85.7, coming from a 77.2 in 2012. The Gap score is at 58.8, coming from 43.1 in 2012 and our Growth score is at 74.3, which has also improved since 2012 when our Growth was at 71.8. In 2016, we did not meet the delivery targets within content areas with our Gap student. 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 2015-2016 school year Kenton Elementary is classified as a School of Distinction in the Distinguished category. K-PREP scores for the 2015-2016 school year improved in all content areas.. The overall K-PREP score improved by 6.9 points. An area of strength for Kenton Elementary School overall is the improvements made within the area of writing and with Gap students. We rank 32nd in the state for writing scores. We made 13.5 gain this past year with our Gap scores. To sustain these improvements teachers are collaborating to hold students accountable for mastery of the Common Core Standards. Gap students are expected to mastery grade level standards. Daily lessons include focused learning targets, response to instruction, and formative assessments for all students.

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. Individual student growth is analyzed for the entire school body based upon frequent and reoccurring MAP data points throughout the school year.

With writing our goal is to move more students into the category of distinguished. We work with district consultants to provide writing boot camps throughout the year to enhance the features and process of student writing.

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. According to our KPREP Gap scores, which are at 58.8, as compared to our overall achievement for the total school population, which is at 79.2, Kenton Elementary needs to make improvements in this area. 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 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.

Plan for Comprehensive School Improvement Plan 16.17

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 16.17

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: 5 Activities: 6	Organizational	\$0
5	Program Reviews	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$0
6	Proficiency/Achievement	Objectives: 1 Strategies: 7 Activities: 14	Organizational	\$6000
7	Wellness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	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 2016 to 79.8% in 2017 by 10/01/2017 as measured by Brigance with 100% of kindergarteners screened..

Strategy 1:

Me and My School Program - Me and My School program is for six weeks over the summer for incoming kindergarten students.

Category: Early Learning

Activity - Me and My School Program	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	06/12/2017	07/28/2017	\$1200	State Funds	Kindergarten Team

Strategy 2:

Kindergarten Family Involvement - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten. Kindergarten families will be invited to programs with performances, Welcome Night, and orientation meeting.

Category: Stakeholder Engagement

Activity - Kindergarten Family Involvement	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. Families will be invited to enroll students and receive information about educating their child and provided tools for readiness. Families will also be invited to attend performance based events hosted by their students.	Parent Involvement	02/01/2017	10/01/2017	\$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 06/30/2017 as measured by Tell Survey Q3.1b.

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Strategy 1:

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

Category: Continuous Improvement

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, iPads, chrome notebooks, 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 29.0 in 2016 to 46.2% in 2017 by 09/29/2017 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

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Activity - Progress Monitoring of RTI Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	07/01/2016	07/31/2017	\$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	07/01/2016	07/31/2017	\$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	07/01/2016	07/31/2017	\$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

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Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/17/2016	06/15/2017	\$0	No Funding Required	Principal and Assistant Principal

Strategy 4:

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	08/17/2016	06/15/2017	\$0	No Funding Required	Administrative Team and Special Education Teachers

Strategy 5:

Mastery of Standards - Tracking performance by teacher and student.

Category: Continuous Improvement

Activity - Mastery of Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers are expected to track performance by student on each standard. Students do so through monitoring weekly assessments and through goal setting. Teachers are able to use Mastery Connect in the intermediate grades. Teachers are also able to track performance per standard through data provided by research based programs. This allows teachers to determine weekly who is performing at novice levels per standard and determine supports for targeted Gap students.	Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Students, Teachers, and Administrative Team

Goal 5: Program Reviews

Measurable Objective 1:

collaborate to increase our school's writing score from 13% distinguished in 2016 to 15% exceeding expectations by 05/31/2017 as measured by program review state report .

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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	08/31/2016	05/31/2017	\$0	No Funding Required	Certified Staff, Administrative Team, and District Consultants

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	08/31/2016	05/31/2017	\$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	08/31/2016	05/31/2017	\$0	No Funding Required	Administrative Team and Certified Teachers

Measurable Objective 2:

collaborate to to increase our school's Visual and Performing Arts (VPA) scores from 12% distinguished in 2016 to 15% exceeding expectations by 05/31/2017 as measured by program review state report. .

Strategy 1:

Instructional Strategies to Support Visual and Performing Arts - All grade levels and classrooms will support the Visual and Performing Arts 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
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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	08/31/2016	05/31/2017	\$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
Teachers will use student work samples or performance tasks as exemplar models in the classroom to demonstrate proficiency.	Academic Support Program	08/31/2016	05/31/2017	\$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	08/31/2016	05/31/2017	\$0	No Funding Required	Administrative Team and Certified Teachers

Goal 6: Proficiency/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP Proficiency scores from 64.6% in 2016 to 72.0% by 10/01/2017 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

Activity - MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	09/01/2016	05/31/2017	\$0	No Funding Required	Administrative Team and Certified Teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	09/01/2016	05/31/2017	\$0	No Funding Required	Administrative Team and Certified Staff
Activity - K-PREP Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	09/01/2016	05/31/2017	\$0	No Funding Required	Administrative Team and Certified Teachers
Activity - RTI Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/17/2016	05/31/2017	\$0	No Funding Required	Administrative Team and Certified Staff
Activity - Daily Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily formative assessment measures will take place in each classroom in the areas of reading and math.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Certified Teachers
Activity - End of Week Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	09/01/2016	05/31/2017	\$0	No Funding Required	Administrative Team, Certified Staff Members

Strategy 2:

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	10/06/2016	10/06/2016	\$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

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Community outreach program mentors children after school to promote character education, literacy and math skills.	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	FRC Coordinator
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Strategy 3:

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	08/17/2016	05/31/2017	\$0	No Funding Required	Administrative Team and Certified Teachers

Strategy 4:

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	08/17/2016	05/31/2017	\$0	No Funding Required	Administrative Team and Certified Teachers

Strategy 5:

Meaningful Engagement Strategies - Accountable Talk

Category: Continuous Improvement

Activity - Accountable Talk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Accountable Talk principles to bring forth rigor and meaningful engagement during classroom conversations. Teachers will facilitate students being independent with the use of the strategies.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Classroom Teachers and Administrative Team

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will employ the use of Kagan Strategies to lesson plans and classroom practices to facilitate meaningful engagement.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Teachers and Administrative Team
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Strategy 6:

Personalized Learning - Students in higher RIT ranges based upon MAP scores, are able to participate in enrichment based classes utilizing personalized learning techniques.

Category: Continuous Improvement

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with RIT scores based upon MAP, that demonstrate they are performing at or above mastery of grade level standards will participate in personalized learning.	Academic Support Program	08/17/2016	05/31/2017	\$0	No Funding Required	Teachers and Administrative Team

Strategy 7:

3rd Grade Proficiency - Increase reading and math achievement for students in third grade.

Category: Continuous Improvement

Activity - 3rd Grade Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students requiring remediation participate in ST math, Fastt Math, Compass Learning, and Do the Math. All students receive instruction on fluency and Number Talks. School-wide math plan planned implemented.	Academic Support Program	08/17/2016	05/31/2017	\$6000	General Fund	Third Grade Teachers, MIT, and Administrative Team

Goal 7: 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 05/31/2017 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
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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	08/17/2016	05/31/2017	\$0	No Funding Required	Committee
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Goal 8: Novice Reduction

Measurable Objective 1:

collaborate to decrease the novice percentage in reading from 12.8% in 2016 to 12% by 10/01/2017 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	08/17/2016	10/01/2017	\$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

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	08/17/2016	05/31/2017	\$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
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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	08/17/2016	05/31/2017	\$0	No Funding Required	Administrative Team, Certified Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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	08/31/2016	05/31/2017	\$0	Administrative Team, Certified Teachers, and District Consultants
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	10/06/2016	10/06/2016	\$0	Literacy Committee Members, Administrators and FRC Coordinator
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	08/17/2016	05/31/2017	\$0	Administration Team
Kindergarten Family Involvement	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. Families will be invited to enroll students and receive information about educating their child and provided tools for readiness. Families will also be invited to attend performance based events hosted by their students.	Parent Involvement	02/01/2017	10/01/2017	\$0	Kindergarten Team of Teachers and Administrative Team
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	08/17/2016	06/15/2017	\$0	Administrative Team and Special Education Teachers
Accountable Talk	Teachers will use Accountable Talk principles to bring forth rigor and meaningful engagement during classroom conversations. Teachers will facilitate students being independent with the use of the strategies.	Academic Support Program	08/17/2016	05/31/2017	\$0	Classroom Teachers and Administrative Team

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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	09/01/2016	05/31/2017	\$0	Administrative Team and Certified Staff
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	08/17/2016	05/31/2017	\$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	08/31/2016	05/31/2017	\$0	Administrative Team, Certified Teachers, and District Consultants
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
Personalized Learning	Students with RIT scores based upon MAP, that demonstrate they are performing at or above mastery of grade level standards will participate in personalized learning.	Academic Support Program	08/17/2016	05/31/2017	\$0	Teachers and Administrative Team
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	08/17/2016	10/01/2017	\$0	Certified Teachers, Administrative Team
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	07/01/2016	07/31/2017	\$0	Administrative Team and Special Education Teachers
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	07/01/2016	07/31/2017	\$0	Principal, Assistant Principal, School Counselor, School Psychologist, Special Education Staff, Classroom Teachers

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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	08/17/2016	05/31/2017	\$0	Committee
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	08/31/2016	05/31/2017	\$0	Administrative Team and Certified Teachers
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	09/01/2016	05/31/2017	\$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	09/01/2016	05/31/2017	\$0	Administrative Team, Certified Staff Members
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	08/17/2016	05/31/2017	\$0	Administrative Team and Certified Teachers
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	08/31/2016	05/31/2017	\$0	Administrative Team and Certified Teachers
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	07/01/2016	07/31/2017	\$0	Administrative Team, Special Education Staff, and General Education Staff
Whiz Kids Mentoring Program	Community outreach program mentors children after school to promote character education, literacy and math skills.	Academic Support Program	09/01/2016	05/31/2017	\$0	FRC Coordinator
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	09/01/2016	05/31/2017	\$0	Administrative Team and Certified Teachers

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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	08/31/2016	05/31/2017	\$0	Certified Staff, Administrative Team, and District Consultants
Kagan Strategies	Teachers will employ the use of Kagan Strategies to lesson plans and classroom practices to facilitate meaningful engagement.	Academic Support Program	08/17/2016	05/31/2017	\$0	Teachers and Administrative Team
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	08/31/2016	05/31/2017	\$0	Administrative Team, Certified Teachers, and District Consultants
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	08/17/2016	06/15/2017	\$0	Principal and Assistant Principal
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	08/17/2016	05/31/2017	\$0	Administrative Team, Certified Teachers
Mastery of Standards	Students and teachers are expected to track performance by student on each standard. Students do so through monitoring weekly assessments and through goal setting. Teachers are able to use Mastery Connect in the intermediate grades. Teachers are also able to track performance per standard through data provided by research based programs. This allows teachers to determine weekly who is performing at novice levels per standard and determine supports for targeted Gap students.	Academic Support Program	07/01/2016	06/30/2017	\$0	Students, Teachers, and Administrative Team
Daily Formative Assessment	Daily formative assessment measures will take place in each classroom in the areas of reading and math.	Academic Support Program	08/17/2016	05/31/2017	\$0	Certified Teachers
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	08/17/2016	05/31/2017	\$0	Administrative Team and Certified Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Kenton Elementary School

Me and My School Program	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	06/12/2017	07/28/2017	\$1200	Kindergarten Team
Total					\$1200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Access to Instructional Technology	Funds secured in the instructional allocation, collaboration with PTA, and fundraiser finances to support the additional purchase of smartboards, iPads, chrome notebooks, and student work stations for classrooms.	Technology	07/01/2015	06/30/2017	\$14000	Principal
3rd Grade Math	Students requiring remediation participate in ST math, Fastt Math, Compass Learning, and Do the Math. All students receive instruction on fluency and Number Talks. School-wide math plan planned implemented.	Academic Support Program	08/17/2016	05/31/2017	\$6000	Third Grade Teachers, MIT, and Administrative Team
Total					\$20000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

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

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

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

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

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.	Yes		

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

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

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

Comprehensive School Improvement Plan

Kenton Elementary School

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Kenton Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

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

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

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

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

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

Comprehensive School Improvement Plan

Kenton Elementary School

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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 06/30/2017 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, iPads, chrome notebooks, 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:

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 64.6% in 2016 to 72.0%% by 10/01/2017 as measured by school report card delivery targets.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

Strategy2:

3rd Grade Proficiency - Increase reading and math achievement for students in third grade.

Category: Continuous Improvement

Research Cited:

Activity - 3rd Grade Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students requiring remediation participate in ST math, Fastt Math, Compass Learning, and Do the Math. All students receive instruction on fluency and Number Talks. School-wide math plan planned implemented.	Academic Support Program	08/17/2016	05/31/2017	\$6000 - General Fund	Third Grade Teachers, MIT, and Administrative Team

Comprehensive School Improvement Plan

Kenton Elementary School

Strategy3:

Personalized Learning - Students in higher RIT ranges based upon MAP scores, are able to participate in enrichment based classes utilizing personalized learning techniques.

Category: Continuous Improvement

Research Cited:

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with RIT scores based upon MAP, that demonstrate they are performing at or above mastery of grade level standards will participate in personalized learning.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers and Administrative Team

Strategy4:

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	09/01/2016	05/31/2017	\$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	10/06/2016	10/06/2016	\$0 - No Funding Required	Literacy Committee Members, Administrators and FRC Coordinator

Strategy5:

Meaningful Engagement Strategies - Accountable Talk

Category: Continuous Improvement

Research Cited:

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ the use of Kagan Strategies to lesson plans and classroom practices to facilitate meaningful engagement.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers and Administrative Team

Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Accountable Talk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Accountable Talk principles to bring forth rigor and meaningful engagement during classroom conversations. Teachers will facilitate students being independent with the use of the strategies.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Classroom Teachers and Administrative Team

Strategy6:

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

Strategy7:

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 - 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	09/01/2016	05/31/2017	\$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	09/01/2016	05/31/2017	\$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	09/01/2016	05/31/2017	\$0 - No Funding Required	Administrative Team, Certified Staff Members

Comprehensive School Improvement Plan

Kenton Elementary School

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Certified Teachers

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	09/01/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Staff

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

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 2016 to 79.8% in 2017 by 10/01/2017 as measured by Brigance with 100% of kindergarteners screened..

Strategy1:

Me and My School Program - Me and My School program is for six weeks over the summer for incoming kindergarten students.

Category: Early Learning

Research Cited:

Activity - Me and My School Program	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	06/12/2017	07/28/2017	\$1200 - State Funds	Kindergarten Team

Comprehensive School Improvement Plan

Kenton Elementary School

Strategy2:

Kindergarten Family Involvement - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten. Kindergarten families will be invited to programs with performances, Welcome Night, and orientation meeting.

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Family Involvement	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. Families will be invited to enroll students and receive information about educating their child and provided tools for readiness. Families will also be invited to attend performance based events hosted by their students.	Parent Involvement	02/01/2017	10/01/2017	\$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:

collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 46% in 2016 to 79.8% in 2017 by 10/01/2017 as measured by Brigance with 100% of kindergarteners screened..

Strategy1:

Kindergarten Family Involvement - Parents are invited to an orientation before school begins for an informational meeting about Kindergarten. Kindergarten families will be invited to programs with performances, Welcome Night, and orientation meeting.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Kindergarten Family Involvement	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. Families will be invited to enroll students and receive information about educating their child and provided tools for readiness. Families will also be invited to attend performance based events hosted by their students.	Parent Involvement	02/01/2017	10/01/2017	\$0 - No Funding Required	Kindergarten Team of Teachers and Administrative Team

Strategy2:

Me and My School Program - Me and My School program is for six weeks over the summer for incoming kindergarten students.

Category: Early Learning

Research Cited:

Activity - Me and My School Program	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	06/12/2017	07/28/2017	\$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/Achievement

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP Proficiency scores from 64.6% in 2016 to 72.0%% by 10/01/2017 as measured by school report card delivery targets.

Strategy1:

Personalized Learning - Students in higher RIT ranges based upon MAP scores, are able to participate in enrichment based classes utilizing personalized learning techniques.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with RIT scores based upon MAP, that demonstrate they are performing at or above mastery of grade level standards will participate in personalized learning.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers and Administrative Team

Strategy2:

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	09/01/2016	05/31/2017	\$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	10/06/2016	10/06/2016	\$0 - No Funding Required	Literacy Committee Members, Administrators and FRC Coordinator

Strategy3:

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

Category: Continuous Improvement

Research Cited:

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

Strategy4:

Meaningful Engagement Strategies - Accountable Talk

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Kenton Elementary School

Activity - Accountable Talk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Accountable Talk principles to bring forth rigor and meaningful engagement during classroom conversations. Teachers will facilitate students being independent with the use of the strategies.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Classroom Teachers and Administrative Team

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will employ the use of Kagan Strategies to lesson plans and classroom practices to facilitate meaningful engagement.	Academic Support Program	08/17/2016	05/31/2017	\$0 - No Funding Required	Teachers and Administrative Team

Strategy5:

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 - 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	09/01/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

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	09/01/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Certified Teachers

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	09/01/2016	05/31/2017	\$0 - No Funding Required	Administrative Team, Certified Staff Members

Comprehensive School Improvement Plan

Kenton Elementary School

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	09/01/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Staff

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Staff

Strategy6:

3rd Grade Proficiency - Increase reading and math achievement for students in third grade.

Category: Continuous Improvement

Research Cited:

Activity - 3rd Grade Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students requiring remediation participate in ST math, Fastt Math, Compass Learning, and Do the Math. All students receive instruction on fluency and Number Talks. School-wide math plan planned implemented.	Academic Support Program	08/17/2016	05/31/2017	\$6000 - General Fund	Third Grade Teachers, MIT, and Administrative Team

Strategy7:

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	08/17/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP-Students with Disabilities

Comprehensive School Improvement Plan

Kenton Elementary School

Measurable Objective 1:

collaborate to increase the average combined reading and math percentage of proficient and distinguished scores for students with disabilities from 29.0 in 2016 to 46.2% in 2017 by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

Mastery of Standards - Tracking performance by teacher and student.

Category: Continuous Improvement

Research Cited:

Activity - Mastery of Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers are expected to track performance by student on each standard. Students do so through monitoring weekly assessments and through goal setting. Teachers are able to use Mastery Connect in the intermediate grades. Teachers are also able to track performance per standard through data provided by research based programs. This allows teachers to determine weekly who is performing at novice levels per standard and determine supports for targeted Gap students.	Academic Support Program	07/01/2016	06/30/2017	\$0 - No Funding Required	Students, Teachers, and Administrative Team

Strategy2:

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
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	07/01/2016	07/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, School Counselor, School Psychologist, Special Education Staff, Classroom Teachers

Strategy3:

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

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Kenton Elementary School

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	08/17/2016	06/15/2017	\$0 - No Funding Required	Principal and Assistant Principal

Strategy4:

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:

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	07/01/2016	07/31/2017	\$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	07/01/2016	07/31/2017	\$0 - No Funding Required	Administrative Team and Special Education Teachers

Strategy5:

Constructed Response - Daily practice with constructed response items.

Category: Continuous Improvement

Research Cited:

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	08/17/2016	06/15/2017	\$0 - No Funding Required	Administrative Team and Special Education Teachers

Comprehensive School Improvement Plan

Kenton Elementary School

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 to increase our school's Visual and Performing Arts (VPA) scores from 12% distinguished in 2016 to 15% exceeding expectations by 05/31/2017 as measured by program review state report. .

Strategy1:

Instructional Strategies to Support Visual and Performing Arts - All grade levels and classrooms will support the Visual and Performing Arts 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	08/31/2016	05/31/2017	\$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	08/31/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

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	08/31/2016	05/31/2017	\$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

Comprehensive School Improvement Plan

Kenton Elementary School

Measurable Objective 2:

collaborate to increase our school's writing score from 13% distinguished in 2016 to 15% exceeding expectations by 05/31/2017 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

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 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	08/31/2016	05/31/2017	\$0 - No Funding Required	Certified Staff, Administrative Team, 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	08/31/2016	05/31/2017	\$0 - No Funding Required	Administrative Team and Certified Teachers

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	08/31/2016	05/31/2017	\$0 - No Funding Required	Administrative Team, Certified Teachers, and District Consultants

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 10 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 650 students, Pre-school through 5th grade. We have approximately 42 certified staff members, with an additional 23 classified support staff. Our student population encompasses approximately 38 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, Gardening 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, Thanksgiving Luncheon, Family Math Night, and a Veteran's Day Celebration, to name a few family events offered.

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.

Kenton Elementary is currently classified as a School of Distinction in the state of Kentucky. We hold the honor of being recognized as a school that is progressing, with high progress, and distinguished. For the 2015-2016 school year Kenton made great strides in all areas of the state's accountability model. Kenton Elementary's overall total score was 79.2. We made a 6.9 gain with our overall accountability score. This encompassed a 6.1 gain with achievement, a 13.5 gain within the Gap category, and an 8 point gain within the growth model. We surpassed our Annual Measurable Objective by 15.2 points. We continue to strive to make improvements with closing the Gap, specifically for free and students with disabilities. We recognize our students in the Gap categories did not meet state delivery targets. We are currently recognized as a Title I Targeted Assistance School. Funding is utilized from Title I to help support those that are failing or at risk of failing.

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, and utilized Remind 101 text messaging device with families, as well as archiving copies of our school's newsletter. In addition, Kenton Elementary offers FRC Advisory Council, PTA, and SBDM committees.