



Comprehensive School Improvement Plan

Adair County Elementary School

Adair 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)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p>	I acknowledge that I have uploaded the School Equity Data.		equity 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.

At ACES the majority of our teachers have four or more years experience. In order to insure equitable access to effective teachers we are intentional in the placement of our less experienced teachers. We have six teachers with 0-3 years experience. These teachers have been placed strategically across the grade levels. We have also provided support to these new teachers with our Curriculum Resource Teacher who is a National Board Certified Teacher. We have invested considerable resources in mentoring and growing our young teachers to ensure that all students are receiving quality instruction.

It is important to note that our administration had a change this year and we have a new assistant principal. Having 50% of the principal/assistant principal position be inexperienced is a concern. Our district has provided ample support to our new assistant principal and she is attending a "Principal Academy" through Kentucky Association of School Administrators throughout this first year. She is also being mentored by the principal at ACES and administration from other schools in the district.

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.

One of the challenges that ACES faces is that we don't have the number of specialized teachers that we would like. While our teachers are highly qualified, many have not acquired a specialized certification. We would like to have more teachers who are National Board Certified, Math Specialist Certified, and Literary Specialist Certified. A potential root cause for this lack of specialists is that these graduate programs are not offered at a variety of higher education institutions, and many of these programs are just beginning to emerge.

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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.		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:

ACES will increase the number of content specific Professional Development opportunities for math teachers in the 2016-2017 school year to improve the content specific effectiveness of teachers.

Measurable Objective 1:

collaborate to increase content specific teacher effectiveness by 05/31/2017 as measured by increase in student growth in math KPREP scores for the 2016-2017 school year.

Strategy1:

Content Specific Professional Development - ACES math teachers will be given the opportunity learn about effective strategies for math instruction.

Category: Professional Learning & Support

Research Cited: Shute, V. (2007). Focus on Formative Feedback." ETS Research Report. p. 2

American Psychological Association. (1999). APA

learner-centered principles. Retrieved from <http://www.apa.org/ed/governance/bea/learner-centered.pdf>

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Activity - monitor implementation of math centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of math centers through walk through and program fidelity checks	Direct Instruction	10/03/2016	05/12/2017	\$0 - No Funding Required	Principal Assistant Principal Teachers Curriculum Resource Teacher Guidance Counselor

Activity - Specialist Site Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACES math teachers will receive feedback and support from Rebecca Gadie, math specialist and educational consultant.	Professional Learning	11/01/2016	02/06/2017	\$1200 - GRECC Race to the Top	Curriculum Resource Teacher Math 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?

Teachers, administrative staff, para-educators, students, parents, SBDM Council

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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.14

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

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

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

Decision Making

Overall Rating: 2.71

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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.	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.	Proficient

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.5

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	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 they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

Learning Opportunities

Overall Rating: 2.67

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.5

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

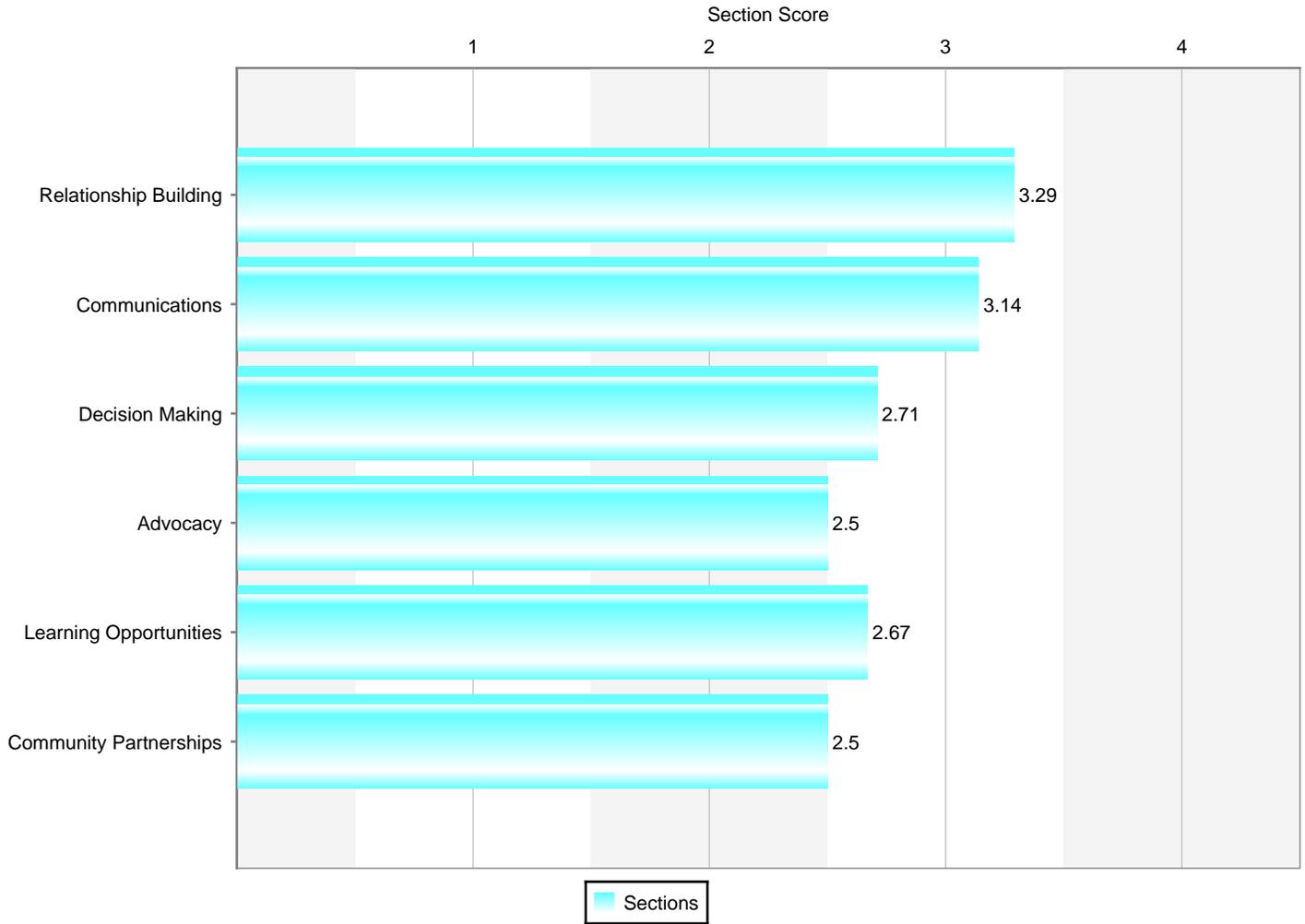
Reflection

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

We have made a conscious effort in order to improve our community and parental involvement. However, it was clear during these responses that we must continue to look for more effective ways to increase the communication between parents and community leaders and organizations. We must improve in these areas to help ensure our students reach their maximum potential.

Report Summary

Scores By Section



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?

Steve Burton, Principal

Sommer Brown, Assistant Principal

Alissa Barnes, Counselor

Jennifer Kemp, Curriculum Resource Teacher

Jennifer Blair, Parent

Relationship Building

Overall Rating: 3.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	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: 3.71

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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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.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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 seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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: 3.33

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.83

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership 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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

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

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

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

Reflection

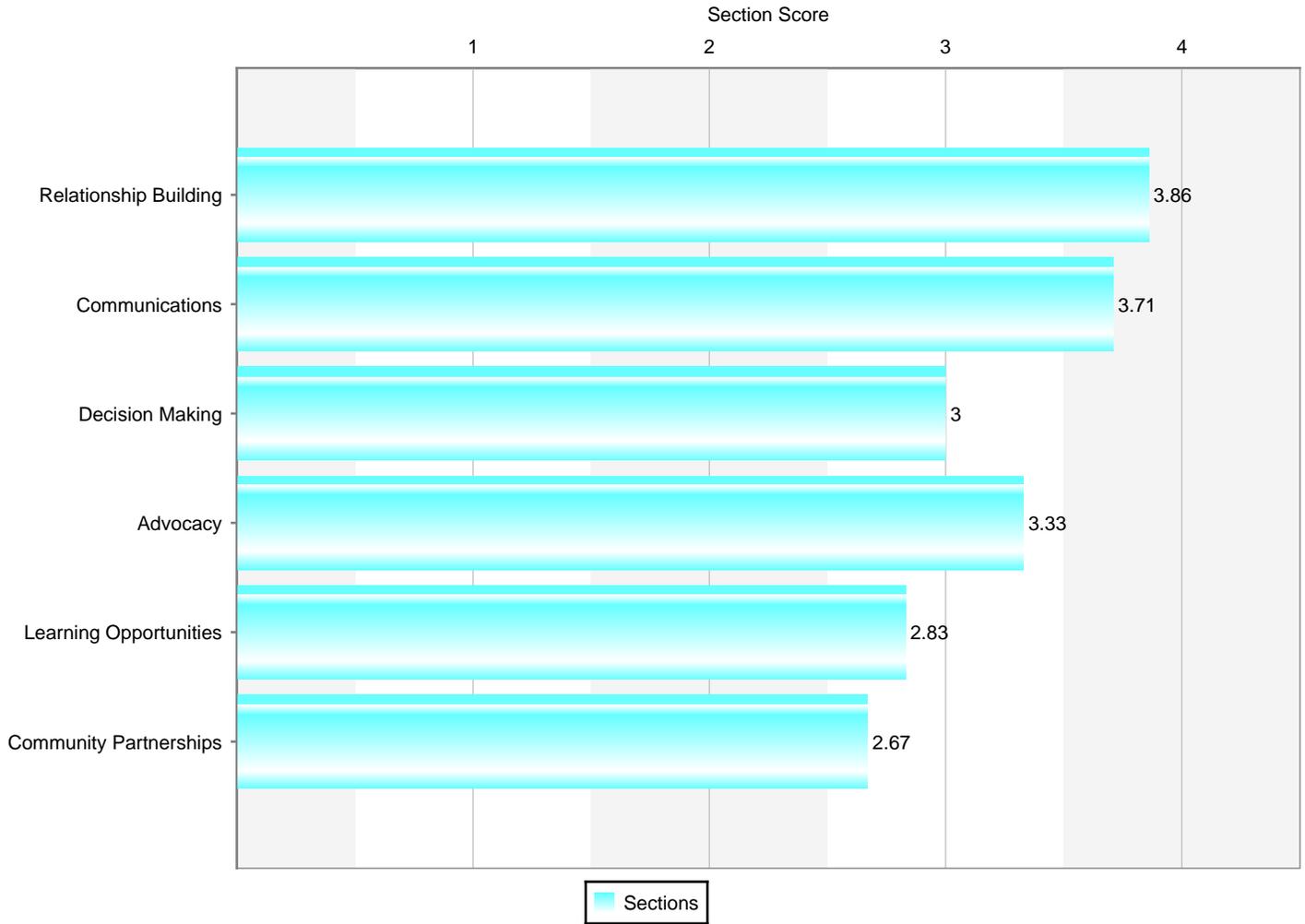
Reflect upon your responses to each of the Missing Piece objectives.

We feel our strengths are in the areas of relationship building, decision making, and communications. We have made a concerted effort to maintain our family atmosphere for all students, staff, and parents. Our data demonstrates that we have been successful in these three areas. We prioritize the relationship building of all stakeholders in our school. Our district also prioritizes communication with stakeholders and is very transparent with the business of our schools. We have excellent relationships with local media and all stakeholders are well-informed regarding decision-making and school procedures.

Previously we have shown a deficit in community partnerships. We have made considerable progress in this area and have utilized our community to benefit students. We need to continue to improve by narrowing our focus so that our community partnerships and utilized to benefit individual student needs, not just the needs of the whole student body. Our data indicates that addressing individualized needs needs to be improved. We do a good job of addressing our individualized learning needs in the classroom, but we need to make our community partnerships more individualized.

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.

ACES actively engages stakeholders by partnering with Title One, Family Resource Youth Services Center, and with our "Better Together" parent organization. Meetings are scheduled at regular intervals and publicized through local media outlets. All of our parent meetings are scheduled in the afternoons as a convenience to parents. Our site base decision making team parent members are elected by the parents. Once chose they are informed of their role by the principal.

Our Title One teachers participate in monthly home visits to engage families and communicate student successes and needs. Title One teachers are informed of their roles by the district Title One Coordinator. Our FRYSC works closely with school administration, staff, local community organization, and Title One to put on several different events throughout the school year.

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

Our SBDM council reviews and approves our ACES CSIP. Our council is very involved in the CSIP process. We review all parent data and surveys. Also, the principal meets regularly with our "Better Together" parent group to discuss their issues and suggestions on school issues. We work as a teach to develop ways to make this school a better place for our students. ACES has a high level of participation with stakeholder groups. Teachers, custodians, instructional assistants, cooks, parents, students, and all stakeholders have say in the decisions that are made every day at ACES.

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

As a SBDM Council we review and discuss all CSIP components, related information, and time is given for questions. I put a note on our Parent Board that lets them know where our CSIP is located at online and at our school. I will inform parents that i am available to answer any questions regarding the CSIP. I will also let all staff know where our hard copy is located at within our school and review this information with staff during an Early Release Friday meeting.

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 continually asking ourselves how we can make improvements to our school. When looking at data we look specifically at the areas that we are performing well in, as well as the areas where we are not performing well in. We not only examine our school report card data, but we use a variety of data sources to guide instruction throughout the school year. Some of the sources of data include: MAP test results, Learning Check results, weekly assessments, and RTI progress monitoring. We use this data to determine what areas of instruction needs improvement. It tells us the areas that we are doing well and we can use that to help determine how to improve in other areas.

The data does not tell us the reasons for our successes and weaknesses. We must analyze our interventions and strategies

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?

One of our strengths is that we are improving our intervention strategies. This is reflected in the data by the number of novices that we reduced, especially in fourth grade math. In order to maintain this momentum we are working with novice kids in the same way we did last year. We are intentional with our strategies for kids who are novice and prioritizing the way we schedule them and the instruction we provide.

Another strength is our writing instructions. We scored very well on the on-demand writing and in language mechanics. To sustain this as an area of strength we are going to continue to use the graphic organizer school-wide and teachers will offer guided practice regularly.

Our data also reflected that overall student growth is a strength. This is the area of strength that we pride ourselves in most. Using data throughout the year has helped us to improve our student growth. In order to sustain we will continue with our weekly assessments to guide our instruction. We will also continue to use data to plan intervention and monitor the growth of each individual child. We pride ourselves in knowing where each student is academically and working towards individual needs.

Opportunities for Improvement

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

We have prioritized reading and math instructional strategies as our areas to focus improvement. Upon analyzing the data we recognized that we needed to improve our math instruction. We have been actively involved in bringing professional development opportunities to our teachers to help them build their instructional strategies and focus on student centered learning. We revamped our curriculum, incorporated student centers for math, and began a school wide accelerated math initiative.

To improve our reading instructional strategies we redesigned the curriculum, grade level schedules, added a decoding intervention class, and offered professional development opportunities for our teachers. We have also incorporated reading centers in most classrooms with the goal to have learning opportunities that are student centered and embrace student conversation.

Conclusion

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

Our next step is to push harder and build on our work. We need to continue to use the data to improve student learning. We made a large improvement last year. We worked very hard and were very proud to be a "Proficient and Progressing" school. Going forward, the challenge is to maintain the drive and the motivation. We must make effective use of our time with students and the lessons must build conceptual understanding. We want to help students build problem solving skills and develop critical thinking. We have a lot of room to grow. We want to close gaps and reach every kid. We hope that student centered learning will lead to an even larger improvement this year.

2016-2017 PLAN FOR CLOSING THE ACHIEVEMENT GAP

Overview

Plan Name

2016-2017 PLAN FOR CLOSING THE ACHIEVEMENT GAP

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	For the 2016-2017 school year, all students at ACES will become proficient in reading and math.	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$161250
2	In the 2016-2017 school year, all students at ACES will achieve a proficient or distinguished score in reading on the 2016-2017 KPREP assessment.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$3500
3	For the 2016-2017 school year, all ACES students will demonstrate proficiency or higher in math.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$15100
4	For the 2016-2017 school year, all male students will perform at a proficient or distinguished level in reading and mathematics.	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$131150
5	For the 2016-2017 school year, all Hispanic students at Adair County Elementary will achieve proficiency or distinguished in the areas of Reading and Mathematics on 2017 K-PREP TEST.	Objectives: 2 Strategies: 4 Activities: 5	Academic	\$80000
6	For the 2016-2017 school year, all students with free/reduced priced meals will achieve a proficient/distinguished score in Reading and Mathematics on 2017 K-PREP Test.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$600
7	For the 2016-2017 school year, all female students at Adair County Elementary School will perform at a proficient/distinguished level in the area of Mathematics.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$19500
8	For the 2016-2017 school year, all white students at ACES will become proficient or distinguished in the area of Mathematics.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$33000
9	For the 2016-2017 school year, all students with an identified disability and an IEP will demonstrate proficiency or greater in math.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$19500
10	For the 2016-2017 school year, all gap group non duplicated students at ACES will be proficient/distinguished in Reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$600
11	For the 2016-2017 school year, all Hispanic students at ACES will become proficient/distinguished in mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1500

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12	For the 2016-2017 school year, all female students at Adair County Elementary School will perform at a proficient level or higher in the area of Reading and language arts.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$1800
13	For the 2016-2017 school year, all white students at ACES will become proficient or distinguished in the area of reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1500
14	For the 2016-2017 School year, all male students will achieve proficiency/distinguished in the area of mathematics.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$11000
15	For the 2016-2017 school year, 100% of students with disabilities (IEP) will achieve proficiency/distinguished in the area of Reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
16	For the 2016-2017 school year, all students identified as migrant will demonstrate proficiency or higher in reading and math performance.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$36700

Goal 1: For the 2016-2017 school year, all students at ACES will become proficient in reading and math.

Measurable Objective 1:

59% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading by increasing the number of third, fourth, and fifth grade students scoring proficient in English Language Arts by 05/31/2016 as measured by use of Learning Check scores, K-PREP results, MAP assessments and progress monitoring as well as teacher observation..

Strategy 1:

Assessments - Teachers will utilize various assessment strategies in the classroom to help students meet mastery goals in reading.

Category: Continuous Improvement

Research Cited: MAP testing data, Learning Checks and K-PREP data

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common assessments that address reading core standards and determine if mastery targets have been met by students.	Academic Support Program	09/01/2016	05/31/2017	\$1500	School Council Funds	Reading and Language Arts teachers along with Title I and Special Education collaborating teachers

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing session.	Academic Support Program	08/10/2016	05/31/2017	\$100000	Title I Part A	Reading and Language Arts teachers, Title I and Special Education collaborating teachers; counselor; curriculum specialists and administrators

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Activity - Wrong Answer Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the administration of common assessments and learning checks, students will complete a wrong answer analysis to make corrections to errors made and to help increase understanding of concepts.	Academic Support Program	08/10/2016	05/31/2017	\$1500	School Council Funds	Reading and Language Arts teachers along with Title I and Special Education collaborating teachers.

Activity - K-PREP Testing Format	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the K-PREP testing format for all common assessments and learning checks to help students become more aware of the format used for the test.	Academic Support Program	08/10/2016	05/31/2017	\$1500	School Council Funds	Reading and Language Arts teachers along with Title and Special Education collaborating teachers and curriculum specialists.

Strategy 2:

Rtl Interventions - Implement Rtl strategies for students "at risk" in reading and monitor their progress.

Category: Continuous Improvement

Research Cited: MAP testing, Learning Checks, SRA Reading, Lexia Core 5 Reading Program

Activity - MAP testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify "at risk" students through use of MAP testing data for reading and monitor their progress at the beginning, middle, and end of each school year. Through identification process individual students needs can be addressed and interventions put in place to increase student achievement.	Technology	08/10/2016	05/30/2017	\$2400	Title I Part A	Title I teachers, Special Education teachers, classroom teachers, school psychologist, Rtl teachers, Curriculum specialists, principals, counselor

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Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Rtl strategies for students "at risk" in reading with SRA Reading Mastery and with use of SRA Corrective Reading materials as appropriate. We are also using MAP Learning Continuum and Lexia Core 5 Supplemental Programs.	Academic Support Program	08/29/2016	05/31/2017	\$19850	Title I Schoolwide, School Council Funds	Title teachers, classroom teachers, Special Education teachers, curriculum specialists, Rtl teachers, principals

Strategy 3:

Technology - Technology resources will be utilized by teachers to enhance instruction in reading and language arts and to assist in the monitoring of concepts mastered.

Category: Continuous Improvement

Research Cited: CIITS, Study Island, SmartBoards, Quizdom, Lexia Core 5, IXL etc.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the use of Study Island for individual reading practice and assessment for all grade levels. Use of Study Island will address individual differences thus helping improve reading test scores.	Academic Support Program	08/10/2016	05/31/2017	\$5200	Title I Part A	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers.

Activity - Other Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of technology teachers will provide instruction in common core reading concepts (i.e. SmartBoards, Quizdom, accelerated math and accelerated reader, Chromebook computers, Ipads, BrainPop, Lexia, Core 5, IXL, Compass Learning, document cameras).	Academic Support Program	08/10/2016	05/31/2017	\$9300	Title I Part A	Reading and Language Arts Teachers along with Title I and Special Education collaborating teachers.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACES purchased Compass Learning to use during Computer Lab Intervention as well as using it in the regular classroom settings during intervention times.	Technology	08/10/2016	05/31/2017	\$14000	Title I Schoolwide	Principal, technology coordinator, Title 1 director
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Strategy 4:

Supplies and Materials - Supplementary reading supplies and materials will be used to enhance reading instruction of common core content.

Category: Continuous Improvement

Research Cited: Common Core Coach books, SRA Reading Materials, MAP Learning Continuum, Lexia Core 5

Activity - Supplementary Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Common Core Coach books and BuckleDown materials as a supplementary reading tool.	Academic Support Program	08/10/2016	05/31/2017	\$5000	Title I Part A	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers.

Strategy 5:

Support - Utilize support venues to improve parent involvement and increase student achievement.

Category: Continuous Improvement

Research Cited: K-PREP, Learning Checks, Title I/Family Resource, Better Together Parent Groups, MAP data

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will utilize ERF's for team meetings (professional learning communities will be utilized by reading/language arts teachers to discuss student work, formative assessment, common assessments, and learning check results, MAP results, monitor instruction based on individual student needs, and discuss effective teacher strategies. Sharing of ideas and materials, as well as, discussion of student progress will lead to improved K-PREP scores. Principals will monitor feedback at team meetings.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers; principals

Activity - Title I/FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize Title I/Family Resource Center in working with "at-risk" students and families, including parent/student conferencing, home visits, parent trainings, and parent/involvement activities to facilitate improved participation by parent in student achievement.	Parent Involvement	08/10/2016	05/31/2017	\$1000	Title I Part A	Title I teachers, Title I parent liason, FRYSC staff, counselor
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Goal 2: In the 2016-2017 school year, all students at ACES will achieve a proficient or distinguished score in reading on the 2016-2017 KPREP assessment.

Measurable Objective 1:

64% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in Reading by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy 1:

Intentional, focused and planned math instruction - Teachers will review curriculum maps periodically and review data from student assessments.

Teachers and staff will make intentional and focused decisions on instruction and assessment based on student data and assessment results.

Instructional practices will be researched based and built on best practices to reinforce student engagement/involvement.

Category: Learning Systems

Research Cited: K-PREP data, MAP data, teacher observation

Activity - Curriculum alignment and planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow curriculum map and pacing guides to ensure all content is taught. Periodic reviews of curriculum maps and pacing guides will be performed by teacher and administrator. Job Embedded PD will meet as grade level and/or subject only to discuss and address curriculum gaps	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Curriculum Resource Teacher ACES Staff

Activity - Response to Intervention classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom assessments and MAP data will be used to pinpoint students that would benefit from Response to Intervention instruction. Once assessments are given students will be given individualized/differentiated instruction based on their individual need(s). My Reading Coach, Earobics as well as other technology based instruction may be used to reinforce or re teach concepts. Flexible grouping and adequate time will be provided for Rtl instruction. An Rtl specialist and ESS Daytime waiver teacher will be employed as part of the Rtl plan.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Title 1 Teachers ACES Staff

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Activity - Assessment and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP testing, weekly assessments, and Learning Checks will be administered to students to help identify individual student need(s). As we collect and organize the data, we look at individual student needs. Tracking student progress will be completed on the ACES Progress Board. Mentors and Academic Recovery may be offered to students needing extra assistance and mentoring.	Academic Support Program	08/10/2016	05/31/2017	\$3500	Title I Part A	Principal Assistant Principal Curriculum Resource Teacher Title One Teachers ACES Staff
Activity - Core Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The core schedule will be adjusted to allow for more time in reading.	Policy and Process	08/10/2016	05/31/2017	\$0	No Funding Required	Principal

Goal 3: For the 2016-2017 school year, all ACES students will demonstrate proficiency or higher in math.

Measurable Objective 1:

54% of Third, Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency in basic math computation and applied math skills in Mathematics by 05/31/2017 as measured by K-PREP results, Learning Check data and MAP Data.

Strategy 1:

Math Instruction and closing math gaps - Teachers will have intentional focus in maintaining curriculum maps and pacing guides. This will ensure there are no gaps in instruction from one grade to the next. It will also ensure students receive focused and intentional math instruction on the content that K-PREP will assess.

All math classes will include math centers so that teachers have more direct instruction with small groups.

Students will receive immediate feedback from teachers on mastery of lessons. Differentiation of instruction in math will help identified students to grow at their own rate by receiving extra assistance in their individual areas of need. Students will be grouped in Rtl groups so that instruction may occur on a level they are comfortable with and understand.

Category: Learning Systems

Research Cited: MAP and K-PREP data

Activity - Closing math gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As we collect and organize the data, we look at individual student needs and track student progress through ACES Progress Board. Extended School Service Daytime Waiver teacher will work with students that are well below average as indicated through multiple assessments use as AIMSWeb, GMADE , LC and teacher observation. Teacher s will focus on key mathematical fluency through use of automaticity in each grade level and apply differentiated instruction to those students identified with areas of need. Enhanced IEP development and monitoring of individual student goals from excetional education staff will also be implemented.	Academic Support Program	08/10/2016	05/31/2017	\$12000	Title I Part A	Principal Assistant Principal Curriculum Resource Teacher ACES staff
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Activity - Academic practice/RtI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will; provide student specific instruction based on best practices of differentiation, use Accelerated Math to allow students that are having difficulty to practice lacking skills, ,3rd Grade teachers will focus on helping students make connection between reading and math through review of math word problems, continue with 2nd grade Learning Checks and increase the rigor of 2nd grade LCAs, make instructional adjustments based on formative student assessments.	Academic Support Program	08/10/2016	05/31/2017	\$2500	Title I Part A	Principal Assistant Principal Curriculum Resource Teacher ACES staff Title One teachers

Activity - Teacher training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job embedded pd sessions to share ideas and make intentional efforts to review curriculum maps to expose any gaps in instruction. Teachers will also be encouraged to meet with and discuss and develop common assessments with teachers of like grade levels across the district. This will also lead to discussions of successful classroom practices. Teachers will observe successful classrooms in other districts who implement math centers.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Principal Assistant Principal Curriculum Resource Teacher Title One teachers DAC will arrange for PD

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer Based Program for interventions	Technology	08/10/2016	05/31/2017	\$600	GRECC Race to the Top	All ACES Staff

Goal 4: For the 2016-2017 school year, all male students will perform at a proficient or distinguished level in reading and mathematics.

Comprehensive School Improvement Plan

Adair County Elementary School

Measurable Objective 1:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the combined areas of Reading and Math. in Mathematics by 05/31/2017 as measured by the 2016-2017 KPREP test.

Strategy 1:

Assessment - Teachers will utilize various assessment strategies in the classroom to help students meet mastery goals in mathematics.

Category: Continuous Improvement

Research Cited: MAP, Accelerated Math, Compass Learning

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common assessments that address math core standards and determine if mastery targets have been met by students. Teachers will collaborate with faculty from ACES to design common assessments.	Academic Support Program	08/10/2016	05/31/2017	\$1500	School Council Funds	Math teachers along with Title I and Special Education collaborating teachers.
Activity - Wrong Answer Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the administration of common assessment and learning checks, students will complete a wrong answer analysis to make corrections to errors made and to help increase understanding of concepts.	Academic Support Program	08/10/2016	05/31/2017	\$1500	School Council Funds	Math teachers along with Title I and Special Education collaborating teachers; counselor; curriculum specialists
Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing situation.	Academic Support Program	08/10/2016	05/31/2017	\$100000	Title I Part A	Math teachers along with Title I and Special Education collaborating teachers; counselor; curriculum specialists.

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Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize flashbacks, bellringers, and other formative assessments to determine if students are mastering concepts and make adjustments to instruction.	Academic Support Program	08/06/2015	05/31/2016	\$250	School Council Funds	Math teachers along with Title I and Special Education collaborating teachers.

Activity - K-PREP Testing Format	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the K-PREP testing format for all common assessments and learning checks to help student become aware of the format used for the K-PREP test.	Academic Support Program	08/10/2016	05/31/2017	\$250	School Council Funds	Math teachers along with Title I and Special Education collaborating teachers; curriculum specialists

Strategy 2:

Supplies and Materials - Supplementary math supplies and materials will be used to enhance math instruction of common core content.

Category: Continuous Improvement

Research Cited: Compass Learning, Accelerated Math

Activity - Supplementary Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math, Compass Learning	Academic Support Program	08/10/2016	05/31/2017	\$5000	Title I Part A	Math teachers along with Title I and Special Education collaborating teachers.

Strategy 3:

Response to Interventions - Implement Rtl strategies for students "at-risk" in math and monitor their progress.

Category: Continuous Improvement

Research Cited: Accelerated Math, Study Island

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Implement Rtl strategies for students "at-risk" in math with materials as appropriate and utilize reteaching of concepts that have not been mastered.	Academic Support Program	05/31/2016	05/31/2017	\$9250	School Council Funds	Rtl teachers, Title I teachers, ESS teachers, classroom teachers, school psychologist, curriculum specialist, principals
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Activity - MAP testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify "at risk" students through the use of MAP testing for math and monitor their progress at the beginning, middle and end of each school year. Through identification process individual student needs can be addressed and interventions put in place to increase student achievement.	Technology	08/10/2016	05/31/2017	\$4900	School Council Funds	Rtl teachers, Title I teachers, Special Education teachers, classroom teachers, school psychologist, counselor, principals

Activity - Math Intervention Periods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We scheduled Math Intervention times into each grade level this year.	Academic Support Program	05/31/2016	05/31/2017	\$0	No Funding Required	Administrative, Regular Education Teachers, Resource Teachers, Title I Teachers

Strategy 4:

Technology - Technology resources will be utilized by teachers to enhance instruction in math and to assist in the monitoring of concepts mastered.

Category: Continuous Improvement

Research Cited: Compass, Accelerated Math, Study Island

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use IXL to build math skills and track mastery.	Academic Support Program	05/31/2016	05/31/2017	\$0	No Funding Required	Math teachers with assistance from Title I and Special Education collaborating teachers, curriculum specialists, district supervisor
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Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACES has purchased the Math computer based program Compass Learning. We are utilizing this program during intervention times as well as rewarding students in morning assembly for achieving goals and objectives outside of school time.	Technology	05/31/2016	05/31/2017	\$7500	Title I Part A	Math Teachers, Intervention Teachers, Title I teachers, Administrative Staff,

Strategy 5:

Support - Utilize support venues to improve parent involvement and increase student achievement.

Category: Continuous Improvement

Research Cited: DreamBox, Accelerated Math, Study Island

Activity - Title I/FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Title I/Family Resource Center in working with "at risk" students and families, including parent/student conferencing, home visits, parent trainings, and parent involvement activities to facilitate improved participation by parents in student achievement.	Parent Involvement	08/10/2016	05/31/2017	\$1000	Title I Part A	Title I teachers, Title I Parent Liason, FRYSC staff; counselor

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ERF days/Team meetings (professional learning communities) will be utilized by math teachers to discuss student work, formative assessments, common assessments, learning check results, monitor instruction, and discuss effective teacher strategies. Sharing of ideas and materials, as well as, discussion of student progress will lead to improved K-PREP scores. Principals will monitor feedback at meetings.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Math teachers along with Title I and Special Education teachers; counselor, principals
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Goal 5: For the 2016-2017 school year, all Hispanic students at Adair County Elementary will achieve proficiency or distinguished in the areas of Reading and Mathematics on 2017 K-PREP TEST.

Measurable Objective 1:

61% of Hispanic or Latino students will demonstrate a proficiency /distinguished in Reading by 05/31/2017 as measured by 2016 K-PREP Data.

(shared) Strategy 1:

Learning Checks - Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing session.

Category:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRC work in collaboration with teachers and administration to remove educational barriers.	Academic Support Program	08/10/2016	05/31/2017	\$0	FRYSC	FRC, administration, Title 1 teachers, regular education teachers

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACES will utilized MAP testing and data to make informed individual educational decisions to improve achievement.	Academic Support Program	08/10/2016	05/31/2017	\$15000	District Funding	Principal, Teachers, Administrative Staff, District Staff

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(shared) Strategy 2:

Migrant Program - We are using the Migrant Program to remove barriers for students education.

Category: Other - Academic Support Program

Research Cited: We do parent surveys and district supported data to determine families that qualify for Migrant based programs.

Activity - Migrant Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We work in collaboration at school and in the home with parents and Migrant Program to destroy barriers to education.	Academic Support Program	08/10/2016	05/31/2017	\$25000	Grant Funds	School and district staff, Migrant Program workers, teachers, title 1

Strategy 3:

Computer Based Program - ACES purchased Lexia Core 5 Reading supplemental program to enhance achievement and student educational opportunities.

Category: Continuous Improvement

Research Cited: Research has proven that Lexia Core 5 can improve student achievement.

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated reading is used to enhance reading opportunities and strengthen comprehension skills.	Technology	08/10/2016	05/31/2017	\$20000	Title I Part A	Administration , teachers, title 1, district staff

Measurable Objective 2:

53% of Third, Fourth and Fifth grade Hispanic or Latino students will demonstrate a proficiency /distinguished in Mathematics by 05/31/2017 as measured by 2017 K-PREP DATA.

(shared) Strategy 1:

Learning Checks - Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing session.

Category:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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FRC work in collaboration with teachers and administration to remove educational barriers.	Academic Support Program	08/10/2016	05/31/2017	\$0	FRYSC	FRC, administration, Title 1 teachers, regular education teachers
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Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACES will utilize MAP testing and data to make informed individual educational decisions to improve achievement.	Academic Support Program	08/10/2016	05/31/2017	\$15000	District Funding	Principal, Teachers, Administrative Staff, District Staff

(shared) Strategy 2:

Migrant Program - We are using the Migrant Program to remove barriers for students education.

Category: Other - Academic Support Program

Research Cited: We do parent surveys and district supported data to determine families that qualify for Migrant based programs.

Activity - Migrant Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We work in collaboration at school and in the home with parents and Migrant Program to destroy barriers to education.	Academic Support Program	08/10/2016	05/31/2017	\$25000	Grant Funds	School and district staff, Migrant Program workers, teachers, title 1

Strategy 3:

Computer Based Enhancement - ACES purchased the DreamBox Mathematics supplemental program in order to enhance educational opportunities and achievement for students.

Category: Continuous Improvement

Research Cited: Data supports that DreamBox can enhance student achievement in the area of Mathematics.

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math is used to target individual skills and deficits.	Technology	08/10/2016	05/31/2017	\$20000	Title I Part A	administration, teachers, interventionists, title 1, district staff

Goal 6: For the 2016-2017 school year, all students with free/reduced priced meals will achieve a proficient/distinguished score in Reading and Mathematics on 2017 K-PREP Test.

Measurable Objective 1:

59% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency /distinguished in Reading by 05/31/2017 as measured by 2016 K-PREP TEST DATA.

Strategy 1:

Compass Learning - Compass Learning will be linked with MAP data to create a personalized learning path for all students.

Category: Learning Systems

Research Cited: VanLehn, K. (2011). "Te Relative Efectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems." Educational Psychologist, 46:4, 197-221.

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass will be used in the computer lab to provide interventions based on needs identified by student data.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Technology teacher ACES staff Principal Assistant Principal Curriculum Resource Teacher

Strategy 2:

Reading Centers - Centers will be implemented to increase one on one instruction in the classroom setting, increase teacher feedback, and encourage student led discussions.

Category: Integrated Methods for Learning

Research Cited: Fountas & Pinnell (1996)

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be trained in the effective implementation of reading centers.	Professional Learning	08/10/2016	05/31/2017	\$600	GRECC Race to the Top	DAC Principal Curriculum Resource Teacher ACES teachers
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Goal 7: For the 2016-2017 school year, all female students at Adair County Elementary School will perform at a proficient/distinguished level in the area of Mathematics.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade Female students will demonstrate a proficiency in the area of mathematics. in Mathematics by 05/31/2017 as measured by KPREP data, Learning Checks data, and MAP data. .

Strategy 1:

Core Schedule - We have scheduled intervention times within all core schedules in all grade levels this year.

Category: Management Systems

Research Cited: Each student will receive personalized instruction in direct relation to their ability.

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize early release fridays to analyze data and curve instruction.	Professional Learning	09/14/2016	05/31/2017	\$0	No Funding Required	Principal

Strategy 2:

Computer Based Programs - Computer based programs will be used during Computer Lab Intervention times and to help personalize all learning within the regular education classrooms.

Category: Integrated Methods for Learning

Research Cited: Personalized learning does enhance student achievement.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be utilized in our Computer Lab Intervention and will be used to personalize student learning within each classroom.	Technology	08/10/2016	05/31/2017	\$14000	Title I Schoolwide	principal, title 1, teachers

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL is used to supplement instruction and used to personalize learning within the classroom.	Technology	08/17/2016	05/31/2017	\$5500	GRECC Race to the Top	principal, rt coordinator

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Strategy 3:

Formative Assessments - We will utilize formative assessment data throughout the year to curve instruction.

Category: Stakeholder Engagement

Research Cited: Using assessment data to curve instruction will enhance student achievement.

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize PLC's each ERF to analyze data to curve instruction for the following week.	Professional Learning	10/21/2016	05/31/2017	\$0	No Funding Required	administrative staff and teachers

Goal 8: For the 2016-2017 school year, all white students at ACES will become proficient or distinguished in the area of Mathematics.

Measurable Objective 1:

55% of Third, Fourth and Fifth grade White students will demonstrate a proficiency in the area of mathematics. in Mathematics by 05/31/2017 as measured by KPREP data, Learning Checks data, and MAP data. .

Strategy 1:

Intervention Periods - Each student will have an intervention period scheduled within their core schedule daily.

Category: Management Systems

Research Cited: Children will receive individualized instruction during intervention periods.

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL and Compass Learning were purchased to help supplement and individualize math instruction for students.	Technology	08/10/2016	05/31/2017	\$1500	Race to the Top	Principal, 21st Century Coordinator, and Technology Director

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize ERF's in order to analyze data and curve instruction accordingly.	Professional Learning	09/16/2016	05/31/2017	\$0	No Funding Required	Principal and all staff

Strategy 2:

Computer Based Programs - ACES has purchased a couple of computer based programs in order to personalize and enhance student achievement.

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Category: Integrated Methods for Learning

Research Cited: Personalized learning will enhance student achievement.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning is being utilized within our Computer Lab Intervention Program and used to in all classrooms to supplement and personalize instruction.	Technology	08/10/2016	05/31/2017	\$14000	Title I Schoolwide	principal, title 1, and all teachers

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL is being utilized to enhance and supplement instruction.	Technology	08/10/2016	05/31/2017	\$5500	GRECC Race to the Top	principal and rtt coordinator

Strategy 3:

Math Interventionist - ACES hired a Math Intervention Teacher to help address our Novice Reduction.

Category: Integrated Methods for Learning

Research Cited: Intervention and one on one instruction enhances student achievement.

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACES hired a Math Intervention Instructor for part time instruction	Direct Instruction	09/21/2016	05/31/2017	\$12000	Title I Schoolwide	principal and math intervention teacher

Goal 9: For the 2016-2017 school year, all students with an identified disability and an IEP will demonstrate proficiency or greater in math.

Measurable Objective 1:

39% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in the area of reading and language arts. in Reading by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy 1:

Intervention - Each child will receive an intervention time to individualize and personalize their learning.

Category: Management Systems

Research Cited: Students will receive more individualized and personalized instruction.

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Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use ERF's to analyze and review data to curve instruction and intervention periods.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Principal and all staff

Strategy 2:

Computer Based Programs - ACES will be utilizing computer based programs to enhance and supplement learning.

Category: Integrated Methods for Learning

Research Cited: Proper use of intervention strategies and personalized learning will enhance student achievement.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning will be used in our Computer Lab Intervention Program as well as personalizing learning within the regular classrooms.	Technology	08/10/2016	05/31/2017	\$14000	Title I Schoolwide	principal, title 1, teachers.

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will be used to enhance and personalize learning	Technology	08/10/2016	05/31/2017	\$5500	GRECC Race to the Top	principal teachers curriculum resource teacher

Strategy 3:

Professional Learning - ACES will utilize ERF's to provide professional development on higher order questioning and tasks.

Category: Professional Learning & Support

Research Cited: Students must be challenged and presented high level thinking tasks.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning opportunities during our ERF's on higher order questioning and tasks.	Professional Learning	01/04/2017	05/01/2017	\$0	No Funding Required	administrative staff and teachers

Goal 10: For the 2016-2017 school year, all gap group non duplicated students at ACES will be proficient/distinguished in Reading.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency /distinguished in reading in Reading by 05/31/2017 as measured by KPREP assessment.

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Strategy 1:

Reading Centers - Reading Centers will allow for students to have more direct instruction in a small group.

Category: Learning Systems

Research Cited: American Psychological Association. (1999). APA

learner-centered principles. Retrieved from <http://www.apa.org/ed/governance/bea/learner-centered.pdf>

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on effective student center implementation.	Professional Learning	08/01/2016	10/03/2016	\$600	GRECC Race to the Top	principal curriculum resource teacher

Goal 11: For the 2016-2017 school year, all Hispanic students at ACES will become proficient/distinguished in mathematics.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade Hispanic or Latino students will demonstrate a proficiency in the area of mathematics. in Mathematics by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy 1:

Intervention Periods - Each student will receive an intervention time within their core schedule.

Category: Management Systems

Research Cited: Instruction will be personalized and individualized to meet each student's needs.

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL, Accelerated Math, Compass Learning	Technology	08/10/2016	05/31/2017	\$1500	GRECC Race to the Top	Principal ACES teachers Curriculum Resource Teachers

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in ERF PLC's to analyzed data and curve instruction accordingly.	Professional Learning	09/22/2015	05/16/2016	\$0	No Funding Required	Principal and all staff

Goal 12: For the 2016-2017 school year, all female students at Adair County Elementary School will perform at a proficient level or higher in the area of Reading and language arts.

Measurable Objective 1:

70% of Third, Fourth and Fifth grade Female students will demonstrate a proficiency in the area of reading and language arts. in Reading by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy 1:

Core Schedule - Every student has an intervention time scheduled within their core schedule. The core schedule has been adjusted to allow more time for reading instruction and intervention.

Category: Management Systems

Research Cited: Intervention periods will enhance our personalized and individual instruction of students.

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We purchased IXL and Compass Reading programs in order to supplement instruction and help personalize instruction.	Technology	08/10/2016	05/31/2017	\$1500	GRECC Race to the Top	Principal and Technology Coordinator

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet during ERF's in PLC's and discuss and analyzed data to curve core and intervention instruction.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	Principal and all staff

Strategy 2:

Personalized Learning - Student instruction will be personalized based on individual need. Reading centers will be used in all classrooms to allow opportunities for small group instruction, personalized learning technology centers, and student led centers. Teachers will assess students weekly to guide the development of their centers.

Category: Learning Systems

Research Cited: IES. 2008. Assisting Students Struggling with Reading:

Response to Intervention and Multi-tier Intervention in the Primary Grades. Available at <http://ies.ed.gov/ncee/>

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in a professional development about how to implement a center based instruction program within the classroom.	Professional Learning	09/28/2016	09/28/2016	\$300	District Funding	principal teachers
Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass learning will be used in student centers. MAP data will import into Compass database so that each student's learning path is based on their specific skill weaknesses and strengths.	Academic Support Program	08/24/2016	05/31/2017	\$0	No Funding Required	teachers
Activity - SRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students whose data indicates a reading decoding skill deficit will receive intervention and participate in SRA decoding instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	principal teachers title one teachers

Goal 13: For the 2016-2017 school year, all white students at ACES will become proficient or distinguished in the area of reading.

Measurable Objective 1:

63% of Third, Fourth and Fifth grade White students will demonstrate a proficiency in the area of reading and language arts. in Reading by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy 1:

Core Schedule - The core schedule will be designed to have increased time for reading instruction and intervention.

Category: Management Systems

Research Cited: Intervention and instruction time increase will help individualize and personalize the learning experience for each student.

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACES purchased IXL and Compass Learning programs in order to help supplement instruction and personalize learning.	Technology	08/10/2016	05/31/2017	\$1500	GRECC Race to the Top	Principal, 21st Century Coordinator, and Technology Coordinator
Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize ERF times to conduct PLC's to analyze and review data to help individualize and curve instruction.	Professional Learning	09/22/2015	05/16/2016	\$0	No Funding Required	Principal and all staff

Goal 14: For the 2016-2017 School year, all male students will achieve proficiency/distinguished in the area of mathematics.

Measurable Objective 1:

51% of Male students will demonstrate a proficiency in the area of mathematics on the 2016-2017 KPREP Test. in Mathematics by 05/17/2017 as measured by the performance of male students in the area of mathematics on the 2016-2017 KPREP test. .

Strategy 1:

Core Schedule Change - We have added additional time in the area of Mathematics to all Math Core classes.

Category: Management Systems

Research Cited: Additional instructional time will increase student achievement.

Activity - Core Schedule Change	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional time will be added to all core math classes.	Direct Instruction	08/11/2016	05/17/2017	\$0	No Funding Required	Principal

Strategy 2:

Compass Learning - We have purchased Compass Learning to help us with our Intervention Classes and to personalize learning.

Category: Integrated Methods for Learning

Research Cited: Personalize learning increases student achievement.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are utilizing Compass Learning to help with interventions and personalize learning.	Academic Support Program, Technology	08/11/2016	05/17/2017	\$11000	Grant Funds	Title 1 Principal

Goal 15: For the 2016-2017 school year, 100% of students with disabilities (IEP) will achieve proficiency/distinguished in the area of Reading.

Measurable Objective 1:

50% of Students with Disabilities students will demonstrate a proficiency in the area of reading on the 2016-2017 KPREP test in Reading by 05/31/2017 as measured by KPREP data.

Strategy 1:

Compass Learning - Compass will import MAP data to target specific skill deficits for individual students. In order to implement this strategy MAP testing must be done and students will need computer and internet access on a consistent basis. The strategy will be monitored by analyzing MAP data, learning check data, and weekly assessments.

Category: Learning Systems

Research Cited: VanLehn, K. (2011). "Te Relative Efectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems." Educational Psychologist, 46:4, 197-221.

Activity - Monitor Compass Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the effectiveness of Compass instruction through data analysis.	Other	01/03/2017	06/01/2017	\$0	No Funding Required	Principal, Curriculum Resource Teacher

Goal 16: For the 2016-2017 school year, all students identified as migrant will demonstrate proficiency or higher in reading and math performance.

Measurable Objective 1:

63% of All Students will demonstrate a proficiency or higher in reading and math in Reading by 05/31/2017 as measured by 2016-2017 KPREP assessment.

Strategy 1:

Data Driven Instruction - ACES teachers will use information from MAP testing, weekly assessments, daily formative assessments, and learning checks to determine skill deficits for individuals, address common misconceptions in instruction, and plan future instruction.

Category: Learning Systems

Research Cited: Shute, V. (2007). Focus on Formative Feedback." ETS Research Report.

Activity - MAP testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be MAP test three times a year to assess growth and determine individual need. The first session of MAP testing will be conducted within the first two weeks a school to determine intervention groups.	Academic Support Program	08/10/2016	05/31/2017	\$8700	District Funding	Title One teachers Principal Curriculum Resource Teacher
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Activity - Weekly Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take weekly assessments to determine areas of strengths/needs	Academic Support Program	10/17/2016	05/31/2017	\$0	No Funding Required	ACES teachers

Activity - Data Analysis during ERF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet during Early Release Fridays and analyze data to curve core and intervention instruction to meet individual and group needs.	Professional Learning	09/16/2016	05/31/2017	\$0	No Funding Required	Principal and staff

Strategy 2:

Intervention - Migrant students will be given extended year services through the district migrant program.

Category: Learning Systems

Research Cited: VanLehn, K. (2011). "Te Relative Efectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems." Educational Psychologist, 46:4, 197-221.

Activity - Migrant Extended Year Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Migrant program offers services to students beyond the existing school calendar to aid in the academic development of students and support to families.	Academic Support Program	08/10/2016	05/31/2017	\$14000	Other	Migrant staff

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning is being utilized within our computer lab intervention program. It is used in all classrooms to supplement instruction and aid in progress monitoring of targeted skills.	Direct Instruction, Academic Support Program, Technology	08/10/2016	05/31/2017	\$14000	Title I Schoolwide	principal computer lab teacher ACES teachers curriculum resource teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Compass Learning will be used in our Computer Lab Intervention Program as well as personalizing learning within the regular classrooms.	Technology	08/10/2016	05/31/2017	\$14000	principal, title 1, teachers.
Compass Learning	Compass Learning is being utilized within our Computer Lab Intervention Program and used to in all classrooms to supplement and personalize instruction.	Technology	08/10/2016	05/31/2017	\$14000	principal, title 1, and all teachers
Compass Learning	Compass Learning will be utilized in our Computer Lab Intervention and will be used to personalize student learning within each classroom.	Technology	08/10/2016	05/31/2017	\$14000	principal, title 1, teachers
Compass Learning	Compass Learning is being utilized within our computer lab intervention program. It is used in all classrooms to supplement instruction and aid in progress monitoring of targeted skills.	Direct Instruction, Academic Support Program, Technology	08/10/2016	05/31/2017	\$14000	principal computer lab teacher ACES teachers curriculum resource teacher
Rtl	Implement Rtl strategies for students "at risk" in reading with SRA Reading Mastery and with use of SRA Corrective Reading materials as appropriate. We are also using MAP Learning Continuum and Lexia Core 5 Supplemental Programs.	Academic Support Program	08/29/2016	05/31/2017	\$14600	Title teachers, classroom teachers, Special Education teachers, curriculum specialists, Rtl teachers, principals
Compass Learning	ACES purchased Compass Learning to use during Computer Lab Intervention as well as using it in the regular classroom settings during intervention times.	Technology	08/10/2016	05/31/2017	\$14000	Principal, technology coordinator, Title 1 director
Math Interventionist	ACES hired a Math Intervention Instructor for part time instruction	Direct Instruction	09/21/2016	05/31/2017	\$12000	principal and math intervention teacher
Total					\$96600	

Comprehensive School Improvement Plan

Adair County Elementary School

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	Teachers will administer common assessments that address math core standards and determine if mastery targets have been met by students. Teachers will collaborate with faculty from ACES to design common assessments.	Academic Support Program	08/10/2016	05/31/2017	\$1500	Math teachers along with Title I and Special Education collaborating teachers.
Wrong Answer Analysis	Following the administration of common assessment and learning checks, students will complete a wrong answer analysis to make corrections to errors made and to help increase understanding of concepts.	Academic Support Program	08/10/2016	05/31/2017	\$1500	Math teachers along with Title I and Special Education collaborating teachers; counselor; curriculum specialists
K-PREP Testing Format	Teachers will use the K-PREP testing format for all common assessments and learning checks to help student become aware of the format used for the K-PREP test.	Academic Support Program	08/10/2016	05/31/2017	\$250	Math teachers along with Title I and Special Education collaborating teachers; curriculum specialists
Wrong Answer Analysis	Following the administration of common assessments and learning checks, students will complete a wrong answer analysis to make corrections to errors made and to help increase understanding of concepts.	Academic Support Program	08/10/2016	05/31/2017	\$1500	Reading and Language Arts teachers along with Title I and Special Education collaborating teachers.

Comprehensive School Improvement Plan

Adair County Elementary School

Rtl	Implement Rtl strategies for students "at-risk" in math with materials as appropriate and utilize reteaching of concepts that have not been mastered.	Academic Support Program	05/31/2016	05/31/2017	\$9250	Rtl teachers, Title I teachers, ESS teachers, classroom teachers, school psychologist, curriculum specialist, principals
Formative Assessments	Teachers will utilize flashbacks, bellringers, and other formative assessments to determine if students are mastering concepts and make adjustments to instruction.	Academic Support Program	08/06/2015	05/31/2016	\$250	Math teachers along with Title I and Special Education collaborating teachers.
MAP testing	Identify "at risk" students through the use of MAP testing for math and monitor their progress at the beginning, middle and end of each school year. Through identification process individual student needs can be addressed and interventions put in place to increase student achievement.	Technology	08/10/2016	05/31/2017	\$4900	Rtl teachers, Title I teachers, Special Education teachers, classroom teachers, school psychologist, counselor, principals
K-PREP Testing Format	Teachers will use the K-PREP testing format for all common assessments and learning checks to help students become more aware of the format used for the test.	Academic Support Program	08/10/2016	05/31/2017	\$1500	Reading and Language Arts teachers along with Title and Special Education collaborating teachers and curriculum specialists.

Comprehensive School Improvement Plan

Adair County Elementary School

Rtl	Implement Rtl strategies for students "at risk" in reading with SRA Reading Mastery and with use of SRA Corrective Reading materials as appropriate. We are also using MAP Learning Continuum and Lexia Core 5 Supplemental Programs.	Academic Support Program	08/29/2016	05/31/2017	\$5250	Title teachers, classroom teachers, Special Education teachers, curriculum specialists, Rtl teachers, principals
Common Assessments	Teachers will administer common assessments that address reading core standards and determine if mastery targets have been met by students.	Academic Support Program	09/01/2016	05/31/2017	\$1500	Reading and Language Arts teachers along with Title I and Special Education collaborating teachers
Total					\$27400	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Based Programs	IXL and Compass Learning were purchased to help supplement and individualize math instruction for students.	Technology	08/10/2016	05/31/2017	\$1500	Principal, 21st Century Coordinator, and Technology Director
Total					\$1500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplementary Materials	Accelerated Math, Compass Learning	Academic Support Program	08/10/2016	05/31/2017	\$5000	Math teachers along with Title I and Special Education collaborating teachers.

Comprehensive School Improvement Plan

Adair County Elementary School

Learning Checks	Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing situation.	Academic Support Program	08/10/2016	05/31/2017	\$100000	Math teachers along with Title I and Special Education collaborating teachers; counselor; curriculum specialists.
Other Technology Resources	Through the use of technology teachers will provide instruction in common core reading concepts (i.e. SmartBoards, Quizdom, accelerated math and accelerated reader, Chromebook computers, Ipads, BrainPop, Lexia, Core 5, IXL, Compass Learning, document cameras).	Academic Support Program	08/10/2016	05/31/2017	\$9300	Reading and Language Arts Teachers along with Title I and Special Education collaborating teachers.
Assessment and Monitoring	MAP testing, weekly assessments, and Learning Checks will be administered to students to help identify individual student need(s). As we collect and organize the data, we look at individual student needs. Tracking student progress will be completed on the ACES Progress Board. Mentors and Academic Recovery may be offered to students needing extra assistance and mentoring.	Academic Support Program	08/10/2016	05/31/2017	\$3500	Principal Assistant Principal Curriculum Resource Teacher Title One Teachers ACES Staff
Title I/FRYSC	Utilize Title I/Family Resource Center in working with "at-risk" students and families, including parent/student conferencing, home visits, parent trainings, and parent/involvement activities to facilitate improved participation by parent in student achievement.	Parent Involvement	08/10/2016	05/31/2017	\$1000	Title I teachers, Title I parent liason, FRYSC staff, counselor
Compass Learning	Implement the use of Study Island for individual reading practice and assessment for all grade levels. Use of Study Island will address individual differences thus helping improve reading test scores.	Academic Support Program	08/10/2016	05/31/2017	\$5200	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers.
Title I/FRYSC	Utilize Title I/Family Resource Center in working with "at risk" students and families, including parent/student conferencing, home visits, parent trainings, and parent involvement activities to facilitate improved participation by parents in student achievement.	Parent Involvement	08/10/2016	05/31/2017	\$1000	Title I teachers, Title I Parent Liason, FRYSC staff; counselor

Comprehensive School Improvement Plan

Adair County Elementary School

Compass Learning	ACES has purchased the Math computer based program Compass Learning. We are utilizing this program during intervention times as well as rewarding students in morning assembly for achieving goals and objectives outside of school time.	Technology	05/31/2016	05/31/2017	\$7500	Math Teachers, Intervention Teachers, Title I teachers, Administrative Staff,
Accelerated Math	Accelerated Math is used to target individual skills and deficits.	Technology	08/10/2016	05/31/2017	\$20000	administration , teachers, interventionists, title 1, district staff
Supplementary Materials	Use of Common Core Coach books and BuckleDown materials as a supplementary reading tool.	Academic Support Program	08/10/2016	05/31/2017	\$5000	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers.
MAP testing	Identify "at risk" students through use of MAP testing data for reading and monitor their progress at the beginning, middle, and end of each school year. Through identification process individual students needs can be addressed and interventions put in place to increase student achievement.	Technology	08/10/2016	05/30/2017	\$2400	Title I teachers, Special Education teachers, classroom teachers, school psychologist, Rtl teachers, Curriculum specialists, principals, counselor
Accelerated Reading	Accelerated reading is used to enhance reading opportunities and strengthen comprehension skills.	Technology	08/10/2016	05/31/2017	\$20000	Administration , teachers, title 1, district staff

Comprehensive School Improvement Plan

Adair County Elementary School

Closing math gaps	As we collect and organize the data, we look at individual student needs and track student progress through ACES Progress Board. Extended School Service Daytime Waiver teacher will work with students that are well below average as indicated through multiple assessments use as AIMSWeb, GMADE , LC and teacher observation. Teachers will focus on key mathematical fluency through use of automaticity in each grade level and apply differentiated instruction to those students identified with areas of need. Enhanced IEP development and monitoring of individual student goals from exceptional education staff will also be implemented.	Academic Support Program	08/10/2016	05/31/2017	\$12000	Principal Assistant Principal Curriculum Resource Teacher ACES staff
Academic practice/Rtl	Teachers will; provide student specific instruction based on best practices of differentiation, use Accelerated Math to allow students that are having difficulty to practice lacking skills, 3rd Grade teachers will focus on helping students make connection between reading and math through review of math word problems, continue with 2nd grade Learning Checks and increase the rigor of 2nd grade LCs, make instructional adjustments based on formative student assessments.	Academic Support Program	08/10/2016	05/31/2017	\$2500	Principal Assistant Principal Curriculum Resource Teacher ACES staff Title One teachers
Learning Checks	Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing session.	Academic Support Program	08/10/2016	05/31/2017	\$100000	Reading and Language Arts teachers, Title I and Special Education collaborating teachers; counselor; curriculum specialists and administrators
Total					\$294400	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Migrant Extended Year Services	The Migrant program offers services to students beyond the existing school calendar to aid in the academic development of students and support to families.	Academic Support Program	08/10/2016	05/31/2017	\$14000	Migrant staff
Total					\$14000	

Grant Funds

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

Adair County Elementary School

Compass Learning	We are utilizing Compass Learning to help with interventions and personalize learning.	Academic Support Program, Technology	08/11/2016	05/17/2017	\$11000	Title 1 Principal
Migrant Program	We work in collaboration at school and in the home with parents and Migrant Program to destroy barriers to education.	Academic Support Program	08/10/2016	05/31/2017	\$25000	School and district staff, Migrant Program workers, teachers, title 1
Total					\$36000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP testing	Students will be MAP test three times a year to assess growth and determine individual need. The first session of MAP testing will be conducted within the first two weeks a school to determine intervention groups.	Academic Support Program	08/10/2016	05/31/2017	\$8700	Title One teachers Principal Curriculum Resource Teacher
Teacher Training	Teachers will participate in a professional development about how to implement a center based instruction program within the classroom.	Professional Learning	09/28/2016	09/28/2016	\$300	principal teachers
MAP Testing	ACES will utilized MAP testing and data to make informed individual educational decisions to improve achievement.	Academic Support Program	08/10/2016	05/31/2017	\$15000	Principal, Teachers, Administrative Staff, District Staff
Total					\$24000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum alignment and planning	Teachers will follow curriculum map and pacing guides to ensure all content is taught. Periodic reviews of curriculum maps and pacing guides will be performed by teacher and administrator. Job Embedded PD will meet as grade level and/or subject only to discuss and address curriculum gaps	Professional Learning	08/10/2016	05/31/2017	\$0	Principal Assistant Principal Curriculum Resource Teacher ACES Staff
Data Analysis during ERF	Staff will meet during Early Release Fridays and analyze data to curve core and intervention instruction to meet individual and group needs.	Professional Learning	09/16/2016	05/31/2017	\$0	Principal and staff

Comprehensive School Improvement Plan

Adair County Elementary School

Data review during PLC's in ERF	Staff will utilize ERF times to conduct PLC's to analyze and review data to help individualize and curve instruction.	Professional Learning	09/22/2015	05/16/2016	\$0	Principal and all staff
Compass Learning	Compass learning will be used in student centers. MAP data will import into Compass database so that each student's learning path is based on their specific skill weaknesses and strengths.	Academic Support Program	08/24/2016	05/31/2017	\$0	teachers
Data review during PLC's in ERF	Use ERF's to analyze and review data to curve instruction and intervention periods.	Professional Learning	08/10/2016	05/31/2017	\$0	Principal and all staff
Math Intervention Periods	We scheduled Math Intervention times into each grade level this year.	Academic Support Program	05/31/2016	05/31/2017	\$0	Administrative , Regular Education Teachers, Resource Teachers, Title I Teachers
IXL	Students will use IXL to build math skills and track mastery.	Academic Support Program	05/31/2016	05/31/2017	\$0	Math teachers with assistance from Title I and Special Education collaborating teachers, curriculum specialists, district supervisor
Team Meetings	We will utilize ERF's for team meetings (professional learning communities will be utilized by reading/language arts teachers to discuss student work, formative assessment, common assessments, and learning check results, MAP results, monitor instruction based on individual student needs, and discuss effective teacher strategies. Sharing of ideas and materials, as well as, discussion of student progress will lead to improved K-PREP scores. Principals will monitor feedback at team meetings.	Professional Learning	08/10/2016	05/31/2017	\$0	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers; principals
Intervention	Compass will be used in the computer lab to provide interventions based on needs identified by student data.	Academic Support Program	08/10/2016	05/31/2017	\$0	Technology teacher ACES staff Principal Assistant Principal Curriculum Resource Teacher

Comprehensive School Improvement Plan

Adair County Elementary School

Weekly Assessments	Students will take weekly assessments to determine areas of strengths/needs	Academic Support Program	10/17/2016	05/31/2017	\$0	ACES teachers
Teacher training	Teachers will participate in job embedded pd sessions to share ideas and make intentional efforts to review curriculum maps to expose any gaps in instruction. Teachers will also be encouraged to meet with and discuss and develop common assessments with teachers of like grade levels across the district. This will also lead to discussions of successful classroom practices. Teachers will observe successful classrooms in other districts who implement math centers.	Professional Learning	08/10/2016	05/31/2017	\$0	Principal Assistant Principal Curriculum Resource Teacher Title One teachers DAC will arrange for PD
Core Schedule	The core schedule will be adjusted to allow for more time in reading.	Policy and Process	08/10/2016	05/31/2017	\$0	Principal
Monitor Compass Effectiveness	Monitor the effectiveness of Compass instruction through data analysis.	Other	01/03/2017	06/01/2017	\$0	Principal, Curriculum Resource Teacher
Professional Learning	Teachers will receive professional learning opportunities during our ERF's on higher order questioning and tasks.	Professional Learning	01/04/2017	05/01/2017	\$0	administrative staff and teachers
Data review during PLC's in ERF	All staff will participate in ERF PLC's to analyzed data and curve instruction accordingly.	Professional Learning	09/22/2015	05/16/2016	\$0	Principal and all staff
PLC's	Teachers will utilize PLC's each ERF to analyze data to curve instruction for the following week.	Professional Learning	10/21/2016	05/31/2017	\$0	administrative staff and teachers
Core Schedule Change	Additional time will be added to all core math classes.	Direct Instruction	08/11/2016	05/17/2017	\$0	Principal
SRA	Students whose data indicates a reading decoding skill deficit will receive intervention and participate in SRA decoding instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0	principal teachers title one teachers
Data review during PLC's in ERF	Staff will utilize ERF's in order to analyze data and curve instruction accordingly.	Professional Learning	09/16/2016	05/31/2017	\$0	Principal and all staff
Data review during PLC's in ERF	Staff will meet during ERF's in PLC's and discuss and analyzed data to curve core and intervention instruction.	Professional Learning	08/10/2016	05/31/2017	\$0	Principal and all staff
Response to Intervention classes	Classroom assessments and MAP data will be used to pinpoint students that would benefit from Response to Intervention instruction. Once assessments are given students will be given individualized/differentiated instruction based on their individual need(s). My Reading Coach, Earobics as well as other technology based instruction may be used to reinforce or re teach concepts. Flexible grouping and adequate time will be provided for Rtl instruction. An Rtl specialist and ESS Daytime waiver teacher will be employed as part of the Rtl plan.	Academic Support Program	08/10/2016	05/31/2017	\$0	Principal Assistant Principal Title 1 Teachers ACES Staff

Comprehensive School Improvement Plan

Adair County Elementary School

Data review during PLC's in ERF	Staff will utilize early release Fridays to analyze data and curricular instruction.	Professional Learning	09/14/2016	05/31/2017	\$0	Principal
Team Meetings	ERF days/Team meetings (professional learning communities) will be utilized by math teachers to discuss student work, formative assessments, common assessments, learning check results, monitor instruction, and discuss effective teacher strategies. Sharing of ideas and materials, as well as, discussion of student progress will lead to improved K-PREP scores. Principals will monitor feedback at meetings.	Professional Learning	08/10/2016	05/31/2017	\$0	Math teachers along with Title I and Special Education teachers; counselor, principals
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center	FRC work in collaboration with teachers and administration to remove educational barriers.	Academic Support Program	08/10/2016	05/31/2017	\$0	FRC, administration, Title 1 teachers, regular education teachers
Total					\$0	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Based Programs	We purchased IXL and Compass Reading programs in order to supplement instruction and help personalize instruction.	Technology	08/10/2016	05/31/2017	\$1500	Principal and Technology Coordinator
Computer Based Programs	ACES purchased IXL and Compass Learning programs in order to help supplement instruction and personalize learning.	Technology	08/10/2016	05/31/2017	\$1500	Principal, 21st Century Coordinator, and Technology Coordinator
IXL	Computer Based Program for interventions	Technology	08/10/2016	05/31/2017	\$600	All ACES Staff
Teacher Training	Teachers will be trained in the effective implementation of reading centers.	Professional Learning	08/10/2016	05/31/2017	\$600	DAC Principal Curriculum Resource Teacher ACES teachers

Comprehensive School Improvement Plan

Adair County Elementary School

IXL	IXL is being utilized to enhance and supplement instruction.	Technology	08/10/2016	05/31/2017	\$5500	principal and rtt coordinator
Computer Based Programs	IXL, Accelerated Math, Compass Learning	Technology	08/10/2016	05/31/2017	\$1500	Principal ACES teachers Curriculum Resource Teachers
Teacher Training	Teachers will be trained on effective student center implementation.	Professional Learning	08/01/2016	10/03/2016	\$600	principal curriculum resource teacher
IXL	IXL will be used to enhance and personalize learning	Technology	08/10/2016	05/31/2017	\$5500	principal teachers curriculum resource teacher
IXL	IXL is used to supplement instruction and used to personalize learning within the classroom.	Technology	08/17/2016	05/31/2017	\$5500	principal, rtt coordinator
Total					\$22800	

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	Our school has developed a data team that periodically analyzes and reviews student data. We analyze student data from weekly assessments, MAP scores, Learning Check data, and Compass Learning. We analyze the data for individual student needs and evaluate the effectiveness of our intervention programs.	

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	ACES has implemented the use of Accelerate Math, Accelerated Reader, Compass Learning, iXL, math and reading centers, RTI, and MAP testing in order to strengthen the core academic program. We use all of these research-based programs to monitor the progress and growth of our students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Our school works very closely with First Steps, Head Start, and Adair County Primary Center to implement preschool transition strategies and ensure they are aligned to the standards.	

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	We utilize our Title One supplemental teachers to provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards. We also redesigned our schedule to include a reading intervention class for the incoming third graders experiencing the greatest difficulty with reading.	

Comprehensive School Improvement Plan

Adair County Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We have developed an intense interviewing process to help ensure we select the best candidate possible. Each candidate for a teaching position has to teach a lesson based on the content and grade level of the desired position. We select the candidate with the best credentials and vision for our school.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	The Title One funds were spent on allowable programs and activities set forth by the Title One guidelines. We maintain appropriate records at the school level and report those to the district level.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	ACES has a parent liaison that collaborates with FRYSC director and district level staff to annually review the parent compacts and parent involvement policies. ACES SBDM approves student handbook which involves the Parent Compact and Parent Involvement Policy.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	This is included in our Title One report.	

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	We offered a variety of professional development opportunities in our district. We also gave teachers the opportunity to travel to various opportunities outside of the district.	

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	Each year administration and staff review, evaluate, and modify CSIP strategies and effectiveness using the following tools: KPREP data, MAP, learning checks, teacher assessments, and RTI progress monitoring.	

Comprehensive School Improvement Plan

Adair County Elementary School

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	Needs assessment was conducted through Title One and Family Resource Youth Services Center parent surveys that are conducted each spring. Students that may be eligible for supplemental instruction through Title One may be identified through their student data.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	ACES has implemented the use of research based programs such as COMPASS Learning which uses data imported from MAP to develop individualized learning paths for students based on their needs. We also assist identified students by providing additional instruction from Title One teachers who use research based methods such as SRA.	

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	ACES supplemental programs are school wide, but addresses individual student needs through collaboration with state seek funding, Title One funds, and other federal programs such as mentoring and the Camp Safari 21st Century Program.	

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	ACES supplemental programs are school wide, but address individual student needs through collaboration with state seek funding, Title One funds, and other programs such as mentoring and Camp Safari 21st Century Program.	

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

Comprehensive School Improvement Plan

Adair County Elementary School

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	We are utilizing our MAP data to assist kids with their determined weaknesses and improve student growth rates. WE also keep a data folder for each child that contains their data from MAP, KPREP, and Learning Checks and use these to monitor growth and inform instruction.	

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	All of our paraprofessionals are highly qualified.	

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	ACES maintains detailed financial records of all funds spent at the school level.	

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	ACES has a high level of parental involvement. We host many activities throughout the school year to encourage parent involvement. Some of the family nights we host are: Family Reading Night, STEM night, math night, grandparent nights, and other assemblies. We also have parent teacher conferences twice a year that are scheduled at convenient times for parents.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	ACES is a school wide program and will address the 10 components of school wide program.	

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	All staff members receive the same high quality professional development opportunities. We provide a variety of opportunities at the local level and through GRECC. We also provide our teachers with opportunities to travel outside of the district for professional development.	

Comprehensive School Improvement Plan

Adair County 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	The annual evaluation of the school's CSIP occurs during our PLC time. The PLC's are conducted during ERF and teacher planning times within the school day. If changes are needed, school staff identifies changes and the necessary revisions and changes are made immediately.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.adair.kyschools.us/school_home.aspx?schoolid=3 The CSIP is located under the school info tab.	

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	There is a formal letter that is sent out from the Adair County Board of Education that addresses this issue if it ever arises.	

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	As part of the Race to the Top initiative we have received extensive PD opportunities in data use and standards based grading.	

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	In the school wide report it identifies all needs and identifies any staff that will be responsible for addressing those needs.	

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	All para educators are under the supervision of highly qualified teachers. All para educator job descriptions are followed and any para educator that is employed as an instructional one or two work directly with students throughout the day.	

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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	All para educators are under the supervision of highly qualified teachers. All para educator job descriptions are followed and any para educator that is employed as an instructional one or two work directly with students throughout the day.	

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	Each para educator has a schedule to ensure they are demonstrating the duties as set for them.	

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	We strive hard to ensure that this time is very minimal or non-existent.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	No Title One funds were necessary to meet cap requirements.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	No Title Two funds were used to meet cap size requirements.	

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All teachers, 100%, at ACES will feel as though they have significant input and influence on all decision making at ACES.

Measurable Objective 1:

collaborate to create Leader in Me groups to aide in the decision making in the areas of instruction, behavior management, parent involvement, and community involvement. by 05/31/2016 as measured by teacher evaluation/input on Early Release Friday evaluations..

Strategy1:

Professional Leadership Group - We will structure our Early Release Fridays in order for these groups to have time to meet and discuss school wide needs and decisions.

Category: Professional Learning & Support

Research Cited:

Activity - Early Release Fridays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four Instructional Leadership groups to aide in the decision making in the areas of instruction, behavior management, parent involvement, and community involvement.	Academic Support Program	08/06/2015	05/31/2016	\$0 - No Funding Required	All staff, counselor, principals

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

Goal 1:

For the 2016-2017 school year, all students at ACES will become proficient in reading and math.

Measurable Objective 1:

59% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading by increasing the number of third, fourth, and fifth grade students scoring proficient in English Language Arts by 05/31/2017 as measured by use of Learning Check scores, K-PREP results, MAP assessments and progress monitoring as well as teacher observation..

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Strategy1:

Supplies and Materials - Supplementary reading supplies and materials will be used to enhance reading instruction of common core content.

Category: Continuous Improvement

Research Cited: Common Core Coach books, SRA Reading Materials, MAP Learning Continuum, Lexia Core 5

Activity - Supplementary Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Common Core Coach books and BuckleDown materials as a supplementary reading tool.	Academic Support Program	08/10/2016	05/31/2017	\$5000 - Title I Part A	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers.

Strategy2:

Assessments - Teachers will utilize various assessment strategies in the classroom to help students meet mastery goals in reading.

Category: Continuous Improvement

Research Cited: MAP testing data, Learning Checks and K-PREP data

Activity - K-PREP Testing Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the K-PREP testing format for all common assessments and learning checks to help students become more aware of the format used for the test.	Academic Support Program	08/10/2016	05/31/2017	\$1500 - School Council Funds	Reading and Language Arts teachers along with Title and Special Education collaborating teachers and curriculum specialists.

Activity - Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing session.	Academic Support Program	08/10/2016	05/31/2017	\$100000 - Title I Part A	Reading and Language Arts teachers, Title I and Special Education collaborating teachers; counselor; curriculum specialists and administrators

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer common assessments that address reading core standards and determine if mastery targets have been met by students.	Academic Support Program	09/01/2016	05/31/2017	\$1500 - School Council Funds	Reading and Language Arts teachers along with Title I and Special Education collaborating teachers

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Activity - Wrong Answer Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the administration of common assessments and learning checks, students will complete a wrong answer analysis to make corrections to errors made and to help increase understanding of concepts.	Academic Support Program	08/10/2016	05/31/2017	\$1500 - School Council Funds	Reading and Language Arts teachers along with Title I and Special Education collaborating teachers.

Strategy3:

Technology - Technology resources will be utilized by teachers to enhance instruction in reading and language arts and to assist in the monitoring of concepts mastered.

Category: Continuous Improvement

Research Cited: CIITS, Study Island, SmartBoards, Quizdom, Lexia Core 5, IXL etc.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of Study Island for individual reading practice and assessment for all grade levels. Use of Study Island will address individual differences thus helping improve reading test scores.	Academic Support Program	08/10/2016	05/31/2017	\$5200 - Title I Part A	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACES purchased Compass Learning to use during Computer Lab Intervention as well as using it in the regular classroom settings during intervention times.	Technology	08/10/2016	05/31/2017	\$14000 - Title I Schoolwide	Principal, technology coordinator, Title 1 director

Activity - Other Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of technology teachers will provide instruction in common core reading concepts (i.e. SmartBoards, Quizdom, accelerated math and accelerated reader, Chromebook computers, Ipads, BrainPop, Lexia, Core 5, IXL, Compass Learning, document cameras).	Academic Support Program	08/10/2016	05/31/2017	\$9300 - Title I Part A	Reading and Language Arts Teachers along with Title I and Special Education collaborating teachers.

Strategy4:

Support - Utilize support venues to improve parent involvement and increase student achievement.

Category: Continuous Improvement

Research Cited: K-PREP, Learning Checks, Title I/Family Resource, Better Together Parent Groups, MAP data

Activity - Title I/FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Title I/Family Resource Center in working with "at-risk" students and families, including parent/student conferencing, home visits, parent trainings, and parent/involvement activities to facilitate improved participation by parent in student achievement.	Parent Involvement	08/10/2016	05/31/2017	\$1000 - Title I Part A	Title I teachers, Title I parent liason, FRYSC staff, counselor

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Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will utilize ERF's for team meetings (professional learning communities will be utilized by reading/language arts teachers to discuss student work, formative assessment, common assessments, and learning check results, MAP results, monitor instruction based on individual student needs, and discuss effective teacher strategies. Sharing of ideas and materials, as well as, discussion of student progress will lead to improved K-PREP scores. Principals will monitor feedback at team meetings.	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Reading and Language Arts teachers with assistance from Title I and Special Education collaborating teachers; principals

Strategy5:

Rtl Interventions - Implement Rtl strategies for students "at risk" in reading and monitor their progress.

Category: Continuous Improvement

Research Cited: MAP testing, Learning Checks, SRA Reading, Lexia Core 5 Reading Program

Activity - MAP testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify "at risk" students through use of MAP testing data for reading and monitor their progress at the beginning, middle, and end of each school year. Through identification process individual students needs can be addressed and interventions put in place to increase student achievement.	Technology	08/10/2016	05/30/2017	\$2400 - Title I Part A	Title I teachers, Special Education teachers, classroom teachers, school psychologist, Rtl teachers, Curriculum specialists, principals, counselor

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Rtl strategies for students "at risk" in reading with SRA Reading Mastery and with use of SRA Corrective Reading materials as appropriate. We are also using MAP Learning Continuum and Lexia Core 5 Supplemental Programs.	Academic Support Program	08/29/2016	05/31/2017	\$5250 - School Council Funds \$14600 - Title I Schoolwide	Title teachers, classroom teachers, Special Education teachers, curriculum specialists, Rtl teachers, principals

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

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Goal 1:

For the 2016-2017 school year all 3rd grade students will achieve proficiency or higher in the combined areas of reading and math.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency in reading and math in Mathematics by 05/31/2017 as measured by KPREP assessment scores.

Strategy1:

Center Based Learning - Teachers will be trained and supported throughout the year to incorporate this type of instruction in their classrooms

Category: Learning Systems

Research Cited: Center-based teaching and children's learning: The effects of learning centers on young children's growth and development

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in the district on center based learning. They will also be given the opportunity to travel outside of the district to observe this type of instruction	Policy and Process	06/20/2016	05/31/2017	\$3000 - District Funding	Principal Curriculum Resource Teacher

Strategy2:

Accelerated Math - ACES will start a school wide initiative with Accelerated Math. Accelerated Math will be used for practice and targeted intervention.

Category: Learning Systems

Research Cited: IES, 2009. Assisting Students Struggling with

Mathematics: Response to Intervention (Rtl) for

Elementary and Middle Schools. From [http://ies.ed.gov/](http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2)

[ncee/wwc/PracticeGuide.aspx?sid=2](http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2)

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on Accelerated Math and supported throughout the year.	Professional Learning	10/07/2016	05/31/2017	\$0 - No Funding Required	Curriculum Resource Teacher Technology Teacher

Strategy3:

Compass Learning - Students who are below proficiency level will receive target intervention with Compass Learning. Compass Learning uses their MAP score to create a personalized learning path based on individual student needs.

Category: Learning Systems

Research Cited: Mayer, Richard E. and Roxana Moreno. (2000).

"Engaging Students in Active Learning: Te Case

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for Personalized Multimedia Messages.” Journal of Educational Psychology Vol. 92, No. 4: 724–733.

Activity - MAP testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd grade will take the MAP test three times a year to guide their interventions and instruction	Other - testing system	08/15/2016	05/01/2017	\$6000 - District Funding	Principal Title One Teachers Assistant Principal Guidance Counselor

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

For the 2016-2017 school year, all male students will perform at a proficient or distinguished level in reading and mathematics.

Measurable Objective 1:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the combined areas of Reading and Math. in Mathematics by 05/31/2017 as measured by the 2016-2017 KPREP test.

Strategy1:

Assessment - Teachers will utilize various assessment strategies in the classroom to help students meet mastery goals in mathematics.

Category: Continuous Improvement

Research Cited: MAP, Accelerated Math, Compass Learning

Activity - Wrong Answer Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the administration of common assessment and learning checks, students will complete a wrong answer analysis to make corrections to errors made and to help increase understanding of concepts.	Academic Support Program	08/10/2016	05/31/2017	\$1500 - School Council Funds	Math teachers along with Title I and Special Education collaborating teachers; counselor; curriculum specialists

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize flashbacks, bellringers, and other formative assessments to determine if students are mastering concepts and make adjustments to instruction.	Academic Support Program	08/10/2016	05/31/2017	\$250 - School Council Funds	Math teachers along with Title I and Special Education collaborating teachers.

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer common assessments that address math core standards and determine if mastery targets have been met by students. Teachers will collaborate with faculty from ACES to design common assessments.	Academic Support Program	08/10/2016	05/31/2017	\$1500 - School Council Funds	Math teachers along with Title I and Special Education collaborating teachers.

Activity - Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing situation.	Academic Support Program	08/10/2016	05/31/2017	\$100000 - Title I Part A	Math teachers along with Title I and Special Education collaborating teachers; counselor; curriculum specialists.

Activity - K-PREP Testing Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the K-PREP testing format for all common assessments and learning checks to help student become aware of the format used for the K-PREP test.	Academic Support Program	08/10/2016	05/31/2017	\$250 - School Council Funds	Math teachers along with Title I and Special Education collaborating teachers; curriculum specialists

Strategy2:

Supplies and Materials - Supplementary math supplies and materials will be used to enhance math instruction of common core content.

Category: Continuous Improvement

Research Cited: Compass Learning, Accelerated Math

Activity - Supplementary Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math, Compass Learning	Academic Support Program	08/10/2016	05/31/2017	\$5000 - Title I Part A	Math teachers along with Title I and Special Education collaborating teachers.

Strategy3:

Technology - Technology resources will be utilized by teachers to enhance instruction in math and to assist in the monitoring of concepts mastered.

Category: Continuous Improvement

Research Cited: Compass, Accelerated Math, Study Island

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Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use IXL to build math skills and track mastery.	Academic Support Program	05/31/2016	05/31/2017	\$0 - No Funding Required	Math teachers with assistance from Title I and Special Education collaborating teachers, curriculum specialists, district supervisor

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACES has purchased the Math computer based program Compass Learning. We are utilizing this program during intervention times as well as rewarding students in morning assembly for achieving goals and objectives outside of school time.	Technology	05/31/2016	05/31/2017	\$7500 - Title I Part A	Math Teachers, Intervention Teachers, Title I teachers, Administrative Staff,

Strategy4:

Support - Utilize support venues to improve parent involvement and increase student achievement.

Category: Continuous Improvement

Research Cited: DreamBox, Accelerated Math, Study Island

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ERF days/Team meetings (professional learning communities) will be utilized by math teachers to discuss student work, formative assessments, common assessments, learning check results, monitor instruction, and discuss effective teacher strategies. Sharing of ideas and materials, as well as, discussion of student progress will lead to improved K-PREP scores. Principals will monitor feedback at meetings.	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Math teachers along with Title I and Special Education teachers; counselor, principals

Activity - Title I/FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Title I/Family Resource Center in working with "at risk" students and families, including parent/student conferencing, home visits, parent trainings, and parent involvement activities to facilitate improved participation by parents in student achievement.	Parent Involvement	08/10/2016	05/31/2017	\$1000 - Title I Part A	Title I teachers, Title I Parent Liason, FRYSC staff; counselor

Strategy5:

Response to Interventions - Implement Rtl strategies for students "at-risk" in math and monitor their progress.

Category: Continuous Improvement

Research Cited: Accelerated Math, Study Island

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Activity - MAP testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify "at risk" students through the use of MAP testing for math and monitor their progress at the beginning, middle and end of each school year. Through identification process individual student needs can be addressed and interventions put in place to increase student achievement.	Technology	08/10/2016	05/31/2017	\$4900 - School Council Funds	Rtl teachers, Title I teachers, Special Education teachers, classroom teachers, school pyschologist, counselor, principals

Activity - Math Intervention Periods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We scheduled Math Intervention times into each grade level this year.	Academic Support Program	05/31/2016	05/31/2017	\$0 - No Funding Required	Administrative, Regular Education Teachers, Resource Teachers, Title I Teachers

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Rtl strategies for students "at-risk" in math with materials as appropriate and utilize reteaching of concepts that have not been mastered.	Academic Support Program	05/31/2016	05/31/2017	\$9250 - School Council Funds	Rtl teachers, Title I teachers, ESS teachers, classroom teachers, school pyschologist, curriculum specialist, principals

Goal 2:

For the 2016-2017 school year, all Hispanic students at Adair County Elementary will achieve proficiency or distinguished in the areas of Reading and Mathematics on 2017 K-PREP TEST.

Measurable Objective 1:

53% of Third, Fourth and Fifth grade Hispanic or Latino students will demonstrate a proficiency /distinguished in Mathematics by 05/31/2017 as measured by 2017 K-PREP DATA.

Strategy1:

Learning Checks - Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing session.

Category:

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC work in collaboration with teachers and administration to remove educational barriers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - FRYSC	FRC, administration, Title 1 teachers, regular education teachers

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Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACES will utilize MAP testing and data to make informed individual educational decisions to improve achievement.	Academic Support Program	08/10/2016	05/31/2017	\$15000 - District Funding	Principal, Teachers, Administrative Staff, District Staff

Strategy2:

Computer Based Enhancement - ACES purchased the DreamBox Mathematics supplemental program in order to enhance educational opportunities and achievement for students.

Category: Continuous Improvement

Research Cited: Data supports that DreamBox can enhance student achievement in the area of Mathematics.

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math is used to target individual skills and deficits.	Technology	08/10/2016	05/31/2017	\$20000 - Title I Part A	administration, teachers, interventionists, title 1, district staff

Strategy3:

Migrant Program - We are using the Migrant Program to remove barriers for students education.

Category: Other - Academic Support Program

Research Cited: We do parent surveys and district supported data to determine families that qualify for Migrant based programs.

Activity - Migrant Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We work in collaboration at school and in the home with parents and Migrant Program to destroy barriers to education.	Academic Support Program	08/10/2016	05/31/2017	\$25000 - Grant Funds	School and district staff, Migrant Program workers, teachers, title 1

Measurable Objective 2:

61% of Hispanic or Latino students will demonstrate a proficiency /distinguished in Reading by 05/31/2017 as measured by 2016 K-PREP Data.

Strategy1:

Learning Checks - Students will complete learning checks three times per year and scores will be reviewed to determine if mastery goals have been met. These will be common learning checks that teachers have created with assistance from the curriculum specialists. Learning checks will be administered using guidelines for time and in a setting that best matches the actual testing session.

Category:

Research Cited:

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACES will utilize MAP testing and data to make informed individual educational decisions to improve achievement.	Academic Support Program	08/10/2016	05/31/2017	\$15000 - District Funding	Principal, Teachers, Administrative Staff, District Staff

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Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC work in collaboration with teachers and administration to remove educational barriers.	Academic Support Program	08/10/2016	05/31/2017	\$0 - FRYSC	FRC, administration, Title 1 teachers, regular education teachers

Strategy2:

Computer Based Program - ACES purchased Lexia Core 5 Reading supplemental program to enhance achievement and student educational opportunities.

Category: Continuous Improvement

Research Cited: Research has proven that Lexia Core 5 can improve student achievement.

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated reading is used to enhance reading opportunities and strengthen comprehension skills.	Technology	08/10/2016	05/31/2017	\$20000 - Title I Part A	Administration, teachers, title 1, district staff

Strategy3:

Migrant Program - We are using the Migrant Program to remove barriers for students education.

Category: Other - Academic Support Program

Research Cited: We do parent surveys and district supported data to determine families that qualify for Migrant based programs.

Activity - Migrant Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We work in collaboration at school and in the home with parents and Migrant Program to destroy barriers to education.	Academic Support Program	08/10/2016	05/31/2017	\$25000 - Grant Funds	School and district staff, Migrant Program workers, teachers, title 1

Goal 3:

For the 2016-2017 school year, all hispanic students at Adair County Elementary School will achieve proficient/distinguished in the areas of Reading and Mathematics on 2017 K-PREP TEST.

Measurable Objective 1:

61% of Hispanic or Latino students will demonstrate a proficiency /distinguished in Reading by 05/31/2017 as measured by 2017 K-PREP Data .

Strategy1:

Compass Learning - Compass Learning will be used to provide intervention with students based on needs identified by MAP testing data.

Category: Learning Systems

Research Cited: Dulay, H.C. and Burt, M. "Remarks on Creativity in Language Acquisition." Viewpoints on English as

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a Second Language. Eds. M. Burt, H. Dulay and M. Finocchiaro. New York: Regents, 1977

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities for intervention throughout the school year based on needs.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Technology teacher ACES teachers principal curriculum resource teacher

Goal 4:
For the 2016-2017 school year, all students with free/reduced priced meals will achieve a proficient/distinguished score in Reading and Mathematics on 2017 K-PREP Test.

Measurable Objective 1:
59% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency /distinguished in Reading by 05/31/2017 as measured by 2016 K-PREP TEST DATA.

Strategy1:
Compass Learning - Compass Learning will be linked with MAP data to create a personalized learning path for all students.
Category: Learning Systems
Research Cited: VanLehn, K. (2011). "Te Relative Efectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems." Educational Psychologist, 46:4, 197-221.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass will be used in the computer lab to provide interventions based on needs identified by student data.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	Technology teacher ACES staff Principal Assistant Principal Curriculum Resource Teacher

Strategy2:
Reading Centers - Centers will be implemented to increase one on one instruction in the classroom setting, increase teacher feedback, and encourage student led discussions.
Category: Integrated Methods for Learning
Research Cited: Fountas & Pinnell (1996)

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Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in the effective implementation of reading centers.	Professional Learning	08/10/2016	05/31/2017	\$600 - GRECC Race to the Top	DAC Principal Curriculum Resource Teacher ACES teachers

Goal 5:

For the 2016-2017 school year, all female students at Adair County Elementary School will perform at a proficient/distinguished level in the area of Mathematics.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade Female students will demonstrate a proficiency in the area of mathematics. in Mathematics by 05/31/2017 as measured by KPREP data, Learning Checks data, and MAP data. .

Strategy1:

Formative Assessments - We will utilize formative assessment data throughout the year to curve instruction.

Category: Stakeholder Engagement

Research Cited: Using assessment data to curve instruction will enhance student achievement.

Activity - PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize PLC's each ERF to analyze data to curve instruction for the following week.	Professional Learning	10/21/2016	05/31/2017	\$0 - No Funding Required	administrative staff and teachers

Strategy2:

Computer Based Programs - Computer based programs will be used during Computer Lab Intervention times and to help personalize all learning within the regular education classrooms.

Category: Integrated Methods for Learning

Research Cited: Personalized learning does enhance student achievement.

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL is used to supplement instruction and used to personalize learning within the classroom.	Technology	08/17/2016	05/31/2017	\$5500 - GRECC Race to the Top	principal, rtt coordinator

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be utilized in our Computer Lab Intervention and will be used to personalize student learning within each classroom.	Technology	08/10/2016	05/31/2017	\$14000 - Title I Schoolwide	principal, title 1, teachers

Strategy3:

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Core Schedule - We have scheduled intervention times within all core schedules in all grade levels this year.

Category: Management Systems

Research Cited: Each student will receive personalized instruction in direct relation to their ability.

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize early release Fridays to analyze data and curve instruction.	Professional Learning	09/14/2016	05/31/2017	\$0 - No Funding Required	Principal

Goal 6:

All students with disabilities with IEP at ACES

Measurable Objective 1:

31% of Third, Fourth and Fifth grade Students with Disabilities students will demonstrate a proficiency in the area of mathematics. in Mathematics by 05/16/2016 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy1:

Intervention Periods - Each student will receive individualized and personalized instruction at their ability level.

Category: Management Systems

Research Cited: Instruction will be personalized and individualized to meet students needs.

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL and DreamBox supplemental programs were purchased to help supplement and personalize learning.	Technology	09/22/2015	05/16/2016	\$1500 - GRECC Race to the Top	Principal, 21st Century Coordinator, and Technology Coordinator

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During ERF's staff will review and analyze data to curve instruction.	Professional Learning	09/22/2015	05/16/2016	\$0 - No Funding Required	Principal and all staff

Goal 7:

For the 2016-2017 school year, all white students at ACES will become proficient or distinguished in the area of Mathematics.

Measurable Objective 1:

55% of Third, Fourth and Fifth grade White students will demonstrate a proficiency in the area of mathematics. in Mathematics by 05/31/2017 as measured by KPREP data, Learning Checks data, and MAP data. .

Strategy1:

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Math Interventionist - ACES hired a Math Intervention Teacher to help address our Novice Reduction.

Category: Integrated Methods for Learning

Research Cited: Intervention and one on one instruction enhances student achievement.

Activity - Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACES hired a Math Intervention Instructor for part time instruction	Direct Instruction	09/21/2016	05/31/2017	\$12000 - Title I Schoolwide	principal and math intervention teacher

Strategy2:

Computer Based Programs - ACES has purchased a couple of computer based programs in order to personalize and enhance student achievement.

Category: Integrated Methods for Learning

Research Cited: Personalized learning will enhance student achievement.

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL is being utilized to enhance and supplement instruction.	Technology	08/10/2016	05/31/2017	\$5500 - GRECC Race to the Top	principal and rt coordinator

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning is being utilized within our Computer Lab Intervention Program and used to in all classrooms to supplement and personalize instruction.	Technology	08/10/2016	05/31/2017	\$14000 - Title I Schoolwide	principal, title 1, and all teachers

Strategy3:

Intervention Periods - Each student will have an intervention period scheduled within their core schedule daily.

Category: Management Systems

Research Cited: Children will receive individualized instruction during intervention periods.

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL and Compass Learning were purchased to help supplement and individualize math instruction for students.	Technology	08/10/2016	05/31/2017	\$1500 - Race to the Top	Principal, 21st Century Coordinator, and Technology Director

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize ERF's in order to analyze data and curve instruction accordingly.	Professional Learning	09/16/2016	05/31/2017	\$0 - No Funding Required	Principal and all staff

Goal 8:

For the 2016-2017 school year, all female students at Adair County Elementary School will perform at a proficient level or higher in the area

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of Reading and language arts.

Measurable Objective 1:

70% of Third, Fourth and Fifth grade Female students will demonstrate a proficiency in the area of reading and language arts. in Reading by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy1:

Core Schedule - Every student has an intervention time scheduled within their core schedule. The core schedule has been adjusted to allow more time for reading instruction and intervention.

Category: Management Systems

Research Cited: Intervention periods will enhance our personalized and individual instruction of students.

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We purchased IXL and Compass Reading programs in order to supplement instruction and help personalize instruction.	Technology	08/10/2016	05/31/2017	\$1500 - GRECC Race to the Top	Principal and Technology Coordinator

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet during ERF's in PLC's and discuss and analyzed data to curve core and intervention instruction.	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Principal and all staff

Strategy2:

Personalized Learning - Student instruction will be personalized based on individual need. Reading centers will be used in all classrooms to allow opportunities for small group instruction, personalized learning technology centers, and student led centers. Teachers will assess students weekly to guide the development of their centers.

Category: Learning Systems

Research Cited: IES. 2008. Assisting Students Struggling with Reading:

Response to Intervention and Multi-tier Intervention in the Primary Grades. Available at <http://ies.ed.gov/ncee/>

Activity - SRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students whose data indicates a reading decoding skill deficit will receive intervention and participate in SRA decoding instruction.	Academic Support Program	08/10/2016	05/31/2017	\$0 - No Funding Required	principal teachers title one teachers

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Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional development about how to implement a center based instruction program within the classroom.	Professional Learning	09/28/2016	09/28/2016	\$300 - District Funding	principal teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass learning will be used in student centers. MAP data will import into Compass database so that each student's learning path is based on their specific skill weaknesses and strengths.	Academic Support Program	08/24/2016	05/31/2017	\$0 - No Funding Required	teachers

Goal 9:

For the 2016-2017 school year, all students with an identified disability and an IEP will demonstrate proficiency or greater in math.

Measurable Objective 1:

39% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in the area of reading and language arts. in Reading by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy1:

Professional Learning - ACES will utilize ERF's to provide professional development on higher order questioning and tasks.

Category: Professional Learning & Support

Research Cited: Students must be challenged and presented high level thinking tasks.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional learning opportunities during our ERF's on higher order questioning and tasks.	Professional Learning	01/04/2017	05/01/2017	\$0 - No Funding Required	administrative staff and teachers

Strategy2:

Intervention - Each child will receive an intervention time to individualize and personalize their learning.

Category: Management Systems

Research Cited: Students will receive more individualized and personalized instruction.

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use ERF's to analyze and review data to curve instruction and intervention periods.	Professional Learning	08/10/2016	05/31/2017	\$0 - No Funding Required	Principal and all staff

Strategy3:

Computer Based Programs - ACES will be utilizing computer based programs to enhance and supplement learning.

Category: Integrated Methods for Learning

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Research Cited: Proper use of intervention strategies and personalized learning will enhance student achievement.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning will be used in our Computer Lab Intervention Program as well as personalizing learning within the regular classrooms.	Technology	08/10/2016	05/31/2017	\$14000 - Title I Schoolwide	principal, title 1, teachers.

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used to enhance and personalize learning	Technology	08/10/2016	05/31/2017	\$5500 - GRECC Race to the Top	principal teachers curriculum resource teacher

Goal 10:

For the 2016-2017 school year, all white students at ACES will become proficient or distinguished in the area of reading.

Measurable Objective 1:

63% of Third, Fourth and Fifth grade White students will demonstrate a proficiency in the area of reading and language arts. in Reading by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy1:

Core Schedule - The core schedule will be designed to have increased time for reading instruction and intervention.

Category: Management Systems

Research Cited: Intervention and instruction time increase will help individualize and personalize the learning experience for each student.

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACES purchased IXL and Compass Learning programs in order to help supplement instruction and personalize learning.	Technology	08/10/2016	05/31/2017	\$1500 - GRECC Race to the Top	Principal, 21st Century Coordinator, and Technology Coordinator

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize ERF times to conduct PLC's to analyze and review data to help individualize and curve instruction.	Professional Learning	09/22/2015	05/16/2016	\$0 - No Funding Required	Principal and all staff

Goal 11:

For the 2016-2017 school year, all gap group non duplicated students at ACES will be proficient/distinguished in Reading.

Measurable Objective 1:

SY 2016-2017

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58% of All Students will demonstrate a proficiency /distinguished in reading in Reading by 05/31/2017 as measured by KPREP assessment.

Strategy1:

Reading Centers - Reading Centers will allow for students to have more direct instruction in a small group.

Category: Learning Systems

Research Cited: American Psychological Association. (1999). APA

learner-centered principles. Retrieved from <http://www.apa.org/ed/governance/bea/learner-centered.pdf>

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on effective student center implementation.	Professional Learning	08/01/2016	10/03/2016	\$600 - GRECC Race to the Top	principal curriculum resource teacher

Goal 12:

For the 2016-2017 school year, all Hispanic students at ACES will become proficient/distinguished in mathematics.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade Hispanic or Latino students will demonstrate a proficiency in the area of mathematics. in Mathematics by 05/31/2017 as measured by K-PREP data, Learning Checks, and MAP data.

Strategy1:

Intervention Periods - Each student will receive an intervention time within their core schedule.

Category: Management Systems

Research Cited: Instruction will be personalized and individualized to meet each student's needs.

Activity - Data review during PLC's in ERF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in ERF PLC's to analyzed data and curve instruction accordingly.	Professional Learning	09/22/2015	05/16/2016	\$0 - No Funding Required	Principal and all staff

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL, Accelerated Math, Compass Learning	Technology	08/10/2016	05/31/2017	\$1500 - GRECC Race to the Top	Principal ACES teachers Curriculum Resource Teachers

Goal 13:

For the 2016-2017 School year, all male students will achieve proficiency/distinguished in the area of mathematics.

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Measurable Objective 1:

51% of Male students will demonstrate a proficiency in the area of mathematics on the 2016-2017 KPREP Test. in Mathematics by 05/17/2017 as measured by the performance of male students in the area of mathematics on the 2016-2017 KPREP test. .

Strategy1:

Core Schedule Change - We have added additional time in the area of Mathematics to all Math Core classes.

Category: Management Systems

Research Cited: Additional instructional time will increase student achievement.

Activity - Core Schedule Change	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional time will be added to all core math classes.	Direct Instruction	08/11/2016	05/17/2017	\$0 - No Funding Required	Principal

Strategy2:

Compass Learning - We have purchased Compass Learning to help us with our Intervention Classes and to personalize learning.

Category: Integrated Methods for Learning

Research Cited: Personalize learning increases student achievement.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We are utilizing Compass Learning to help with interventions and personalize learning.	Academic Support Program Technology	08/11/2016	05/17/2017	\$11000 - Grant Funds	Title 1 Principal

Goal 14:

For the 2016-2017 school year, 100% of students with disabilities (IEP) will achieve proficiency/distinguished in the area of Reading.

Measurable Objective 1:

50% of Students with Disabilities students will demonstrate a proficiency in the area of reading on the 2016-2017 KPREP test in Reading by 05/31/2017 as measured by KPREP data.

Strategy1:

Compass Learning - Compass will import MAP data to target specific skill deficits for individual students. In order to implement this strategy MAP testing must be done and students will need computer and internet access on a consistent basis. The strategy will be monitored by analyzing MAP data, learning check data, and weekly assessments.

Category: Learning Systems

Research Cited: VanLehn, K. (2011). "Te Relative Effectiveness of

Human Tutoring, Intelligent Tutoring Systems, and

Other Tutoring Systems." Educational Psychologist,

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46:4, 197-221.

Activity - Monitor Compass Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the effectiveness of Compass instruction through data analysis.	Other	01/03/2017	06/01/2017	\$0 - No Funding Required	Principal, Curriculum Resource Teacher

Goal 15:

For the 2016-2017 school year, all students identified as migrant will demonstrate proficiency or higher in reading and math performance.

Measurable Objective 1:

63% of All Students will demonstrate a proficiency or higher in reading and math in Reading by 05/31/2017 as measured by 2016-2017 KPREP assessment.

Strategy1:

Intervention - Migrant students will be given extended year services through the district migrant program.

Category: Learning Systems

Research Cited: VanLehn, K. (2011). "Te Relative Efectiveness of

Human Tutoring, Intelligent Tutoring Systems, and

Other Tutoring Systems." Educational Psychologist,

46:4, 197-221.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning is being utilized within our computer lab intervention program. It is used in all classrooms to supplement instruction and aid in progress monitoring of targeted skills.	Direct Instruction Technology Academic Support Program	08/10/2016	05/31/2017	\$14000 - Title I Schoolwide	principal computer lab teacher ACES teachers curriculum resource teacher

Activity - Migrant Extended Year Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Migrant program offers services to students beyond the existing school calendar to aid in the academic development of students and support to families.	Academic Support Program	08/10/2016	05/31/2017	\$14000 - Other	Migrant staff

Strategy2:

Data Driven Instruction - ACES teachers will use information from MAP testing, weekly assessments, daily formative assessments, and learning checks to determine skill deficits for individuals, address common misconceptions in instruction, and plan future instruction.

Category: Learning Systems

Research Cited: Shute, V. (2007). Focus on Formative Feedback." ETS

Research Report.

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Activity - Data Analysis during ERF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet during Early Release Fridays and analyze data to curve core and intervention instruction to meet individual and group needs.	Professional Learning	09/16/2016	05/31/2017	\$0 - No Funding Required	Principal and staff

Activity - Weekly Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take weekly assessments to determine areas of strengths/needs	Academic Support Program	10/17/2016	05/31/2017	\$0 - No Funding Required	ACES teachers

Activity - MAP testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be MAP test three times a year to assess growth and determine individual need. The first session of MAP testing will be conducted within the first two weeks a school to determine intervention groups.	Academic Support Program	08/10/2016	05/31/2017	\$8700 - District Funding	Title One teachers Principal Curriculum Resource Teacher

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:

For the 2016-2017 school year ACES will increase the percentage of distinguished programs in arts/humanities, practical living, and writing.

Measurable Objective 1:

100% of All Students will collaborate to increase distinguished programs in arts and humanities, practical living, and writing. in Art & Humanities by 05/31/2017 as measured by School Report Card.

Strategy1:

Content Writing - Students will experience various writing methods by integrating writing across the content levels.

Category: Integrated Methods for Learning

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Research Cited: Center-based teaching and children's learning: The effects of learning centers on young children's growth and development

Activity - Portfolio Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to grow as writers by creating various content writing samples	Direct Instruction	08/10/2016	05/19/2017	\$0 - No Funding Required	Teachers Related Arts Teachers Principal Curriculum

Strategy2:

Student Leader Days - Students will participate in days designated to specific components of arts/humanities, practical living, and writing. These "leadership days" will include professional members of the community. Students will be given opportunities to learn, explore, and grow in their knowledge of these specific areas.

Category: Learning Systems

Research Cited: Center-based teaching and children's learning: The effects of learning centers on young children's growth and development

Activity - Leader in Health Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACES will dedicate an entire day to teaching our entire student growth about health and fitness. Local community members such as nurses, nurse practitioners, sports specialists, and nutritionists will offer informational sessions across our school.	Academic Support Program	07/20/2016	10/07/2016	\$0 - No Funding Required	Related Arts Teachers Principal

Activity - International Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn about various countries and world languages by visiting themed rooms.	Academic Support Program	07/20/2016	11/10/2017	\$0 - No Funding Required	Related Arts Teachers Principal

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?

Adair County Elementary School (ACES) opened in 2006 as a K-6 school. It was built to replace the three county schools that were being closed. As another elementary school was built, two more existed schools were closed. This change affected the staffing and configuration of ACES. ACES now serves all of the district's preschool students, and students in grades 3-5. Currently we have 69 pre-school students, 208 3rd grade students, 209 4th grade students, and 190 5th grade students.

We are located in Columbia, KY; a small, rural community in South Central Kentucky and approximately 69% of our students qualify for free/reduced lunch. Our mission statement is "Achieving a Culture of Educational Success" and that is truly our goal. We want to help our students be successful every day. We help students develop their abilities to observe, listen, read, think, speak, calculate, and write with purpose and comprehension. We assist students in the resolution of their problems so that they may effectively cope with fears, anxieties, and frustrations. We provide learning experiences designed to develop healthy attitudes and values necessary for living in our democratic society. Our ultimate purpose is to assist each student in becoming a self-sufficient citizen. We are developing leaders within our community.

Our main priority is, of course, our students. However, when you walk in our front lobby, our bus is the focal point and highlight for all who see it. A bus that had been retired from the district's fleet was re-purposed for display in our school. The bus symbolizes "the journey that it takes to help each child be successful." We know that it takes parents, grandparents, bus drivers, cooks, receptionists, bookkeepers, janitors, maintenance, teachers, administration, and many more to support each kid in their educational career. As you leave our lobby you are also left with a message above our doors, "Believe in Yourself and the Leader You Are. We Love You."

Funding and reduction in certified and classified staff numbers have been the major challenges in the past few years. Closing the gaps in our achievement groups has also been a challenge. We are working hard every day to find ways to reach every child that enters our doors.

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.

Our school Mission Statement is: We, with the support of our community and parents, are committed to providing a safe, nurturing environment while inspiring students to achieve their potential as life-long learners. This statement basically encompasses our main thought of taking care of students. We feel we must provide a safe, inviting, comfortable, student and family friendly environment for students to learn. Our campus is student friendly with many smiling faces and warm greetings. We feel that providing this kind of atmosphere is essential for student success.

Accompanying this is the rigor of our instructional programs and classrooms. Our instruction is very focused and intentional. It is planned and documented so that we are providing instruction in every aspect of the Common Core Standards. We have worked hard to develop Curriculum Maps, Pacing Guides and Common Assessments for every grade level and every subject area. Our behavioral expectations for students are very up front and communicated. We expect our students to engage in productive behavior and also try to communicate these expectations clearly and often.

List of Strengths:

Students and our love for students - Our students are truly our reason for existing and we try to always make our decisions based on what is best for students. Dedicated, kind and caring administrators/teachers/staff - ACES is known in the community for being a very caring school. Strong academic focus - ACES was originally established from three schools with a healthy and strong academic history. We are blessed with teachers who are academically strong. We are, also, blessed with a lot of new young, talented, and caring teachers. We continue with the expectation of excellence and will always make academics our priority.

Healthy culture - We also make it a priority to make ACES a great place to work and learn.

New facility - The building most definitely doesn't make ACES a fantastic school by itself; however, along with the total package, it sure is a positive feature.

S.A.F.A.R.I. - This is an after-school program which began through our Family Resource. We were very fortunate to obtain a 21st Century grant which now funds our Camp Safari programs. Activities offered include intervention/remediation, advanced academics, and purely fun activities that we cannot offer during the school day such as fishing classes, cooking classes, sewing/knitting, archery, exercise, etc.

We, at ACES, feel that reading and math are the foundation for a strong education. Therefore, that is our focus in 3rd grade. The schedule was revised in order to provide more instructional time in the areas of reading and math. We have implemented research based reading and math programs. With the help of Title I monies, we have been able to hire Rtl specialists to help meet the needs of our students at Tier II and Tier III levels. We have also hired an extra RTI specialist to help in the area of Mathematics.

We base our Rtl groupings on MAP testing results, Learning Checks, as well as teacher input. We currently use our curriculum maps and pacing guides that were developed through a combined effort of all teachers, administrators and central office personnel to guide our instruction. Teachers and administrators have met with central office personnel to map out our new "instructional journey". We are well on our way of establishing the academic culture of greatness that we desire.

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.

Our school has made major improvements in the last year. When the 2016 School Report Cards were released ACES went from being a "Needs Improvement" school to a "Proficient and Progressing" school. We made a 12.1 point improvement in one year.

An area of improvement that we are focusing on is novice reduction. We are also working hard every day to close the achievement gap in all gap areas. We also need to improve in the area of world language as it was noted as "needs improvement" from our program review.

Additional Information

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

ACES is a school that has undergone a lot of change in the past eight years. Through these changes, we have consistently shown growth in student achievement and student attendance rates. For the past two years ACES has had the highest attendance rates in our district. We have always weighed the benefits of change against the risks and made the necessary adjustments to help our students adapt and adjust. Decisions and program changes are based on the best interest of individual students and giving them every tool to succeed. School scheduling and curriculum changes were made that were data driven and based. We have also implemented different core curriculum series in order to better serve our students needs.