



Comprehensive School Improvement Plan

Simmons Elementary School
Woodford County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Simmons is the most diverse school in Woodford County. With 73% of our students qualifying for Free/Reduced Lunch and 15% of our students qualifying for English Language Learner Services, we work constantly to reduce barriers to learning. By hiring and retaining highly qualified teachers, we can keep the focus on learning and quality instruction.

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

Barriers to learning include 63% of incoming Kindergarten students scoring "Not Ready" on Brigance. We have intentionally placed extra focus on early primary classrooms and are working with the Family Resource Center to ensure that we are exposing students to learning opportunities.

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.		school equity goals

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

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

OR

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

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

Goal 1:

Highly Qualified Teachers will be recruited and retained.

Measurable Objective 1:

100% of All Students will increase student growth by having a highly qualified certified teacher in place. in English Language Arts by 08/14/2017 as measured by KTIP and Administrator Observations. .

Strategy1:

Recruitment - By recruiting highly qualified teachers, our students will be taught by passionate and capable teachers willing to make every student successful.

Category: Human Capital Management

Research Cited:

Activity - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through networking and staying in contact with universities, we will have the most up to date data and contact information for potential teacher candidates.	Recruitment and Retention	12/01/2016	08/14/2017	\$0 - No Funding Required	Principal

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?

Tiffany Cook, Principal

Damon Stefanic, Administrative Dean

Sandra Dugan, Guidance Counselor

Kim Haury, 1st Grade Teacher, SDBM Member

Megen Eaves, 4th Grade Teacher, SBDM Member

Sara Thornton, 4th Grade Teacher, SBDM Member

Kim Cambron, Physical Education Teacher, SBDM Member

Kristen Wilson, Parent, SBDM Member

Lauren Mitchell, Parent, SBDM Member

Jennifer Gray, Parent, SBDM Member

Relationship Building

Overall Rating: 2.71

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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: 2.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

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

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

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

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

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

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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: 2.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff 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 in committee work.	Proficient

Advocacy

Overall Rating: 2.0

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

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

Learning Opportunities

Overall Rating: 2.33

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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.	School leadership rarely invites employers to support adult participation in education.	Novice

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

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

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

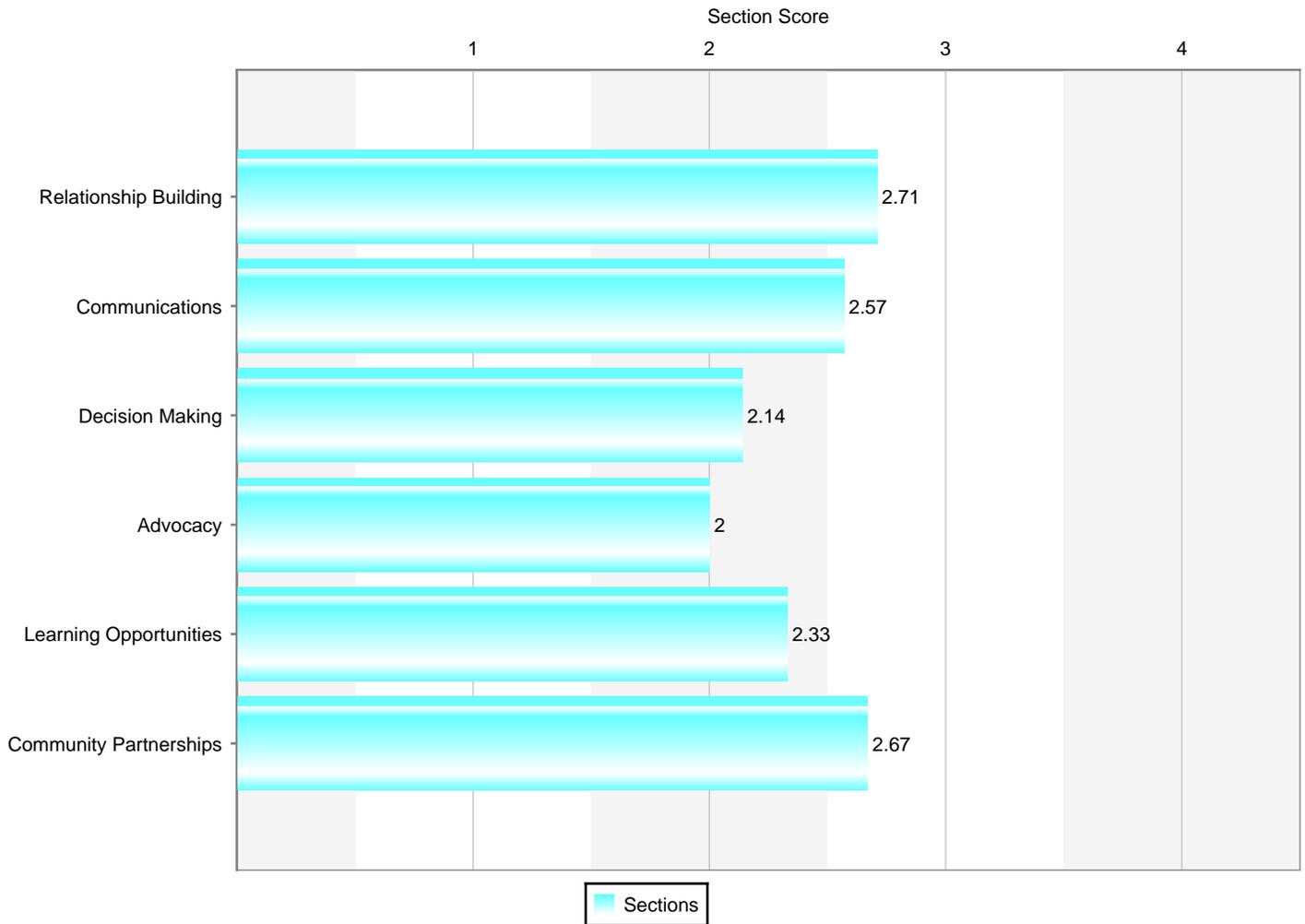
Reflection

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

We will continue to grow and develop our Parent and Community Partnerships.

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.

Instructional Leadership Team (ILT)

PLCs

SBDM

Parents/Teacher/Staff Survey

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

All stakeholders are involved, including but not limited to parents, teachers, staff and students

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

Website, SBDM

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?

How can we better facilitate parent/teacher communication?

Based on parent and staff feedback, we need to improve communication efficiency and clarity.

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?

Areas of strength include a welcoming and friendly office staff and teachers that care about kids.

Opportunities for Improvement

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

Teacher communication with parents is an area of improvement. In addition to weekly parent newsletters, teachers need to communicate their expectations and child's academic progress.

Conclusion

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

As we move forward, we will focus on parent-teacher communication returning parent communication quickly and studying how to better communicate with families.

16-17 CSIP

Overview

Plan Name

16-17 CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase percent proficient and distinguished in reading to 61.2%	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Highly Qualified Teachers will be recruited and retained.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Reduction of novice scoring students across grade levels in the area of Reading	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	All incoming K students will be screened using the Brigance	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Early Learning	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	Teachers will provide input for assessments that inform instruction	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Increase percent proficient and distinguished in reading to 61.2%

Measurable Objective 1:

62% of All Students will demonstrate student proficiency (pass rate) in Math and in Reading by 05/30/2017 as measured by KPREP.

Strategy 1:

PLC - Teachers will meet in grade level PLC groups, consistently throughout the year, to discuss best practice strategies, analyze data and determine next steps.

Category: Professional Learning & Support

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the PLC process by participating in conversations, walk thru data from classrooms and on going professional learning	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Reading Specialist, Academic Dean

Goal 2: Highly Qualified Teachers will be recruited and retained.

Measurable Objective 1:

100% of All Students will increase student growth by having a highly qualified certified teacher in place. in English Language Arts by 08/14/2017 as measured by KTIP and Administrator Observations. .

Strategy 1:

Recruitment - By recruiting highly qualified teachers, our students will be taught by passionate and capable teachers willing to make every student successful.

Category: Human Capital Management

Activity - Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through networking and staying in contact with universities, we will have the most up to date data and contact information for potential teacher candidates.	Recruitment and Retention	12/01/2016	08/14/2017	\$0	No Funding Required	Principal

Goal 3: Reduction of novice scoring students across grade levels in the area of Reading

Measurable Objective 1:

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collaborate to reduce novice scoring students across grade levels in the area of Reading by 05/22/2017 as measured by MAP, KPREP, Common Assessments, Formative Assessments.

Strategy 1:

Primary Reading Specialist - The Primary Literacy Specialist is responsible for collaborating with teachers through PLCs to establish and develop current research based best practice. Simon's Primary Literacy Specialist is a qualified expert in specific strategies used to teach literacy, including Reading Recovery, Jan Richardson Guided Reading program, the Fountas and Pinnell™ comprehensive design for high impact, CIM (Comprehensive Intervention Model) reading instruction, and foundations and essential aspects of core literacy. Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds. This position is also required to provide tiered reading instruction to students experiencing struggles in the areas of fluency and reading comprehension. Quantitative and qualitative data is collected weekly on students and shared with teachers and the Multi-Tiered System of Supports (MTSS) committee to determine next steps in instruction and intervention.

Category: Continuous Improvement

Research Cited: see Fountas and Pinnell™ and CIM (Comprehensive Intervention Model) reading instruction

Activity - collaborating with teachers through PLCs to establish and develop current research based best practice.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds.	Academic Support Program	08/10/2016	05/22/2017	\$0	Title I Schoolwide	Debbie Baker, Tiffany Cook

Goal 4: All incoming K students will be screened using the Brigance

Measurable Objective 1:

100% of Kindergarten grade students will increase student growth in reading in English Language Arts by 08/31/2017 as measured by Brigance data.

Strategy 1:

Early Learning - By assessing students with Brigance, we can best determine needs and next steps in instruction

Category: Early Learning

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will publicize Brigrance and Early Kindergarten Screening	Community Engagement	07/05/2017	08/11/2017	\$0	No Funding Required	Principal, FRC
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Goal 5: Early Learning

Measurable Objective 1:

A 80% increase of Pre-K grade students will increase student growth in Kindergarten Readiness skills in English Language Arts by 08/14/2017 as measured by Fall Kindergarten assessments .

Strategy 1:

Collaboration - By collaborating with Early Learning Networks in Woodford County, we will increase knowledge of Kindergarten Readiness skills

Category: Early Learning

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Involving parents and community members with early learning, we will be able to increase the number of students that are considered "Ready" for learning.	Community Engagement	06/01/2017	08/11/2017	\$0	No Funding Required	Principal, FRC, Counselor

Goal 6: Teachers will provide input for assessments that inform instruction

Measurable Objective 1:

100% of All Students will increase student growth by using appropriate data to inform instruction in English Language Arts by 08/31/2017 as measured by KPREP scores in Reading.

Strategy 1:

Assessment Analysis - By analyzing assessments and using backward planning, teachers will help make instructional decisions based on data.

Category: Professional Learning & Support

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyzing Assessments for rigor and relevance	Professional Learning	11/01/2016	08/04/2017	\$0	No Funding Required	Literacy Coach, Principal

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
collaborating with teachers through PLCs to establish and develop current research based best practice.	Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds.	Academic Support Program	08/10/2016	05/22/2017	\$0	Debbie Baker, Tiffany Cook
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training	Involving parents and community members with early learning, we will be able to increase the number of students that are considered "Ready" for learning.	Community Engagement	06/01/2017	08/11/2017	\$0	Principal, FRC, Counselor
PLC	Monitor the PLC process by participating in conversations, walk thru data from classrooms and on going professional learning	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	\$0	Principal, Reading Specialist, Academic Dean
Brigance	We will publicize Brigance and Early Kindergarten Screening	Community Engagement	07/05/2017	08/11/2017	\$0	Principal, FRC
Recruitment	Through networking and staying in contact with universities, we will have the most up to date data and contact information for potential teacher candidates.	Recruitment and Retention	12/01/2016	08/14/2017	\$0	Principal
Assessment Analysis	Analyzing Assessments for rigor and relevance	Professional Learning	11/01/2016	08/04/2017	\$0	Literacy Coach, Principal
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Certified staff completed the online Needs Assessment Survey. The Parent Needs Assessment Survey was sent to parents via teacher emails and posted on the website. Paper copies were sent home in English or Spanish. 3rd - 5th grade students completed the online survey at school. Instructional Leadership Team, including MTSS team analyzes data and progress regularly. SBDM reviews student progress monthly.	

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	Simmons planned and implemented Jan Richardson Guided Reading Instruction K - 5 in order to increase the rigor and quality of Tier 1 instruction. MTSS have been put in place in order to provide additional support to all students.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Multi Tiered Systems of Support have been developed and implemented. All students are Universally Screened with MAP in Reading and Math 3 times a year. All K - 3 students were tested using DRA in order to determine specific reading needs as well. Students that scored in the 25th% or below and/or students that warranted concern based on the DRA were given the FAST Benchmark and/or the Benchmark Assessment System (BAS) in Reading. This helped identify even more targeted needs. These students were then either placed on a list to monitor, or continue to be Progress Monitored with FAST.	

Comprehensive School Improvement Plan

Simmons Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All Simmons teachers are qualified in their content area.	

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	Title 1 Regulations have been followed and documented appropriately.	

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Professional Development has been targeted and intentional. PD has been focused on Core Literacy and Guided Reading Strategies.	

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	All stakeholders are provided access to the CSIP and the opportunity to review and comment as necessary. Student achievement is assessed and analyzed continuously.	

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	All stakeholders were invited to complete a Needs Assessment survey. Instructional Leadership Team, SBDM, MTSS, and PLC team systematically review academic achievement data, including eligible Title 1 students.	

Comprehensive School Improvement Plan

Simmons Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Guided Reading Strategies and Tier 1 literacy strategies based on Best Practices have been implemented and are used daily.	

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	Targeted interventions are used by Title 1 staff. Extended School Services complement this instruction during school hours, per approval of Daytime Waiver by KDE.	

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	All students have access to Tier 1 instruction. Tier 2 and Tier 3 instruction occurs outside the Core Subjects time allotted.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	ESS and Title 1 are integrated to ensure high quality instruction.	

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	MTSS data is monitored at least monthly by administration, weekly by interventionists and teachers.	

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.	N/A		

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	All Title 1 requirements have been followed and properly documented.	

Comprehensive School Improvement Plan

Simmons Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.woodford.kyschools.us/5/Home	

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

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

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

Comprehensive School Improvement Plan

Simmons Elementary School

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Highly Qualified Teachers will be recruited and retained.

Measurable Objective 1:

100% of All Students will increase student growth by having a highly qualified certified teacher in place. in English Language Arts by 08/14/2017 as measured by KTIP and Administrator Observations. .

Strategy1:

Recruitment - By recruiting highly qualified teachers, our students will be taught by passionate and capable teachers willing to make every student successful.

Category: Human Capital Management

Research Cited:

Activity - Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through networking and staying in contact with universities, we will have the most up to date data and contact information for potential teacher candidates.	Recruitment and Retention	12/01/2016	08/14/2017	\$0 - No Funding Required	Principal

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

Goal 1:

Increase percent proficient and distinguished in reading to 61.2%

Measurable Objective 1:

62% of All Students will demonstrate student proficiency (pass rate) in Math and in Reading by 05/30/2017 as measured by KPREP.

Strategy1:

PLC - Teachers will meet in grade level PLC groups, consistently throughout the year, to discuss best practice strategies, analyze data and determine next steps.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Simmons Elementary School

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the PLC process by participating in conversations, walk thru data from classrooms and on going professional learning	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Reading Specialist, Academic Dean

Goal 2:

Reduction of novice scoring students across grade levels in the area of Reading

Measurable Objective 1:

collaborate to reduce novice scoring students across grade levels in the area of Reading by 05/22/2017 as measured by MAP, KPREP, Common Assessments, Formative Assessments.

Strategy1:

Primary Reading Specialist - The Primary Literacy Specialist is responsible for collaborating with teachers through PLCs to establish and develop current research based best practice. Simmon's Primary Literacy Specialist is a qualified expert in specific strategies used to teach literacy, including Reading Recovery, Jan Richardson Guided Reading program, the Fountas and Pinnell™ comprehensive design for high impact, CIM (Comprehensive Intervention Model) reading instruction, and foundations and essential aspects of core literacy. Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds. This position is also required to provide tiered reading instruction to students experiencing struggles in the areas of fluency and reading comprehension. Quantitative and qualitative data is collected weekly on students and shared with teachers and the Multi-Tiered System of Supports (MTSS) committee to determine next steps in instruction and intervention.

Category: Continuous Improvement

Research Cited: see Fountas and Pinnell™ and CIM (Comprehensive Intervention Model) reading instruction

Activity - collaborating with teachers through PLCs to establish and develop current research based best practice.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds.	Academic Support Program	08/10/2016	05/22/2017	\$0 - Title I Schoolwide	Debbie Baker, Tiffany Cook

Comprehensive School Improvement Plan

Simmons Elementary School

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

Goal 1:

All incoming K students will be screened using the Brigance

Measurable Objective 1:

100% of Kindergarten grade students will increase student growth in reading in English Language Arts by 08/31/2017 as measured by Brigance data.

Strategy1:

Early Learning - By assessing students with Brigance, we can best determine needs and next steps in instruction

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will publicize Brigance and Early Kindergarten Screening	Community Engagement	07/05/2017	08/11/2017	\$0 - No Funding Required	Principal, FRC

Goal 2:

Early Learning

Measurable Objective 1:

A 80% increase of Pre-K grade students will increase student growth in Kindergarten Readiness skills in English Language Arts by 08/14/2017 as measured by Fall Kindergarten assessments .

Strategy1:

Collaboration - By collaborating with Early Learning Networks in Woodford County, we will increase knowledge of Kindergarten Readiness skills

Category: Early Learning

Research Cited:

Activity - Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Involving parents and community members with early learning, we will be able to increase the number of students that are considered "Ready" for learning.	Community Engagement	06/01/2017	08/11/2017	\$0 - No Funding Required	Principal, FRC, Counselor

Comprehensive School Improvement Plan

Simmons Elementary School

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

Goal 1:

All incoming K students will be screened using the Brigance

Measurable Objective 1:

100% of Kindergarten grade students will increase student growth in reading in English Language Arts by 08/31/2017 as measured by Brigance data.

Strategy1:

Early Learning - By assessing students with Brigance, we can best determine needs and next steps in instruction

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will publicize Brigance and Early Kindergarten Screening	Community Engagement	07/05/2017	08/11/2017	\$0 - No Funding Required	Principal, FRC

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

Goal 1:

Reduction of novice scoring students across grade levels in the area of Reading

Measurable Objective 1:

collaborate to reduce novice scoring students across grade levels in the area of Reading by 05/22/2017 as measured by MAP, KPREP, Common Assessments, Formative Assessments.

Strategy1:

Primary Reading Specialist - The Primary Literacy Specialist is responsible for collaborating with teachers through PLCs to establish and develop current research based best practice. Simmon's Primary Literacy Specialist is a qualified expert in specific strategies used to teach literacy, including Reading Recovery, Jan Richardson Guided Reading program, the Fountas and PinnellTM comprehensive design for high impact, CIM (Comprehensive Intervention Model) reading instruction, and foundations and essential aspects of core literacy . Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading

Comprehensive School Improvement Plan

Simmons Elementary School

materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds. This position is also required to provide tiered reading instruction to students experiencing struggles in the areas of fluency and reading comprehension. Quantitative and qualitative data is collected weekly on students and shared with teachers and the Multi-Tiered System of Supports (MTSS) committee to determine next steps in instruction and intervention.

Category: Continuous Improvement

Research Cited: see Fountas and PinnellTM and CIM (Comprehensive Intervention Model) reading instruction

Activity - collaborating with teachers through PLCs to establish and develop current research based best practice.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds.	Academic Support Program	08/10/2016	05/22/2017	\$0 - Title I Schoolwide	Debbie Baker, Tiffany Cook

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase percent proficient and distinguished in reading to 61.2%

Measurable Objective 1:

62% of All Students will demonstrate student proficiency (pass rate) in Math and in Reading by 05/30/2017 as measured by KPREP.

Strategy1:

PLC - Teachers will meet in grade level PLC groups, consistently throughout the year, to discuss best practice strategies, analyze data and determine next steps.

Category: Professional Learning & Support

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the PLC process by participating in conversations, walk thru data from classrooms and on going professional learning	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Reading Specialist, Academic Dean

Comprehensive School Improvement Plan

Simmons Elementary School

Goal 2:

Reduction of novice scoring students across grade levels in the area of Reading

Measurable Objective 1:

collaborate to reduce novice scoring students across grade levels in the area of Reading by 05/22/2017 as measured by MAP, KPREP, Common Assessments, Formative Assessments.

Strategy1:

Primary Reading Specialist - The Primary Literacy Specialist is responsible for collaborating with teachers through PLCs to establish and develop current research based best practice. Simmon's Primary Literacy Specialist is a qualified expert in specific strategies used to teach literacy, including Reading Recovery, Jan Richardson Guided Reading program, the Fountas and PinnellTM comprehensive design for high impact, CIM (Comprehensive Intervention Model) reading instruction, and foundations and essential aspects of core literacy . Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds. This position is also required to provide tiered reading instruction to students experiencing struggles in the areas of fluency and reading comprehension. Quantitative and qualitative data is collected weekly on students and shared with teachers and the Multi-Tiered System of Supports (MTSS) committee to determine next steps in instruction and intervention.

Category: Continuous Improvement

Research Cited: see Fountas and PinnellTM and CIM (Comprehensive Intervention Model) reading instruction

Activity - collaborating with teachers through PLCs to establish and develop current research based best practice.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our specialist provides explicit instruction to teachers about the implementation of high yield strategies and information about leveling Guided Reading materials to meet the specific needs of all students, including an emphasis on supporting our English Language Learners (ELL) and students from our low socioeconomic status (SES) population. The Primary Literacy Specialist has worked closely with our new principal to improve access to appropriately leveled materials by purchasing literacy resources using Title 1 funds.	Academic Support Program	08/10/2016	05/22/2017	\$0 - Title I Schoolwide	Debbie Baker, Tiffany Cook

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.

Comprehensive School Improvement Plan

Simmons Elementary School

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:

Increase percent proficient and distinguished in reading to 61.2%

Measurable Objective 1:

62% of All Students will demonstrate student proficiency (pass rate) in Math and in Reading by 05/30/2017 as measured by KPREP.

Strategy1:

PLC - Teachers will meet in grade level PLC groups, consistently throughout the year, to discuss best practice strategies, analyze data and determine next steps.

Category: Professional Learning & Support

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the PLC process by participating in conversations, walk thru data from classrooms and on going professional learning	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Reading Specialist, Academic Dean

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?

Simmons Elementary strives to positively impact the future by preparing students to be responsible, hardworking, goal-oriented and respectful individuals. Our mission is to empower every child to perform at high academic levels of achievement according to measurable educational standards, providing consistent support, focusing on meaningful learning to meet the needs of every students through a safe, caring, and trusting community.

In addition, Simmons is proud to house the district Gifted and Talented Education Cluster (GATE) for 4th and 5th grade students. This adds to our diversity and allows for further proof of individualizing education for every student.

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.

Simmons Elementary exists to ensure that every student is held to high expectations and receives a quality education every day. The Mission statement embodies this, " The Simmons Family empowers every child to perform at high academic levels of achievement according to measurable educational standards providing consistent support, focusing on meaningful learning to meet the needs of every student through a safe, caring, and trusting community.

Under new leadership this year, the staff continues to work together in order to challenge our students and provide the individual supports needed to meet our high expectations for student learning. Our staff constantly analyzes and dis-aggregates data to ensure that our instruction is meeting the needs of our kids.

Through a solid focus on Tier 1 Reading Instruction this year, and intentional training, coaching, and modeling of Guided Reading strategies, students are progressing at a high level and making progress toward reading on grade level. A Highly Qualified Reading Specialist has been added to the staff, with her focus being on coaching, modeling, and working with our most struggling students. This Tier 1 re-focus has been influential in helping set the standard of high quality work for our students and teachers.

MTSS (Multi Tiered Systems of Support) have been put into place through careful diagnostic testing and monitoring of students. A team consisting of the Principal, Counselor, Reading Specialist, School Psychologist, and Classroom Teacher provide input and collaborate in order to diagnose the specific deficits in learning and in turn provide targeted instruction to close existing gaps. Leveled Literacy Instruction (LLI) is being utilized to help students that have specific reading deficits, and students are placed in these groups by need. All students 25% and below are monitored using FAST Progress Monitoring and closely monitored through MTSS meetings.

Professional Learning Communities (PLC) drive the collaboration and communication at Simmons. Teams meet weekly to analyze student data, monitor progress, plan, analyze data and discuss student needs. These meetings are led by the Principal or Reading Specialist and are often used for Professional Learning.

In order to maximize instructional capacity, Simmons applied for an Daytime Waiver for Extended School Services (ESS). This allows us to provide additional instruction to students during the day by a qualified staff member in addition to their core instruction

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.

The most notable accomplishment for Simmons is the designation of Proficiency according to 2015-2016 KPREP scores. This increase in categorical ranking reflects the individual focus and targeted instruction of staff and administration. Over the past 3 years, the combined Reading and Math Percentage of Proficient/Distinguished has increased steadily over the last 3 years, from a baseline of 44.6 to last year's percentage of 55.5. As a staff we are not satisfied with this number and will continue to focus on Best Practices to achieve even higher numbers of students reaching Proficient/Distinguished.

Additional Information

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

Simmons' Family Resource Center is an essential part of educating our students. The intent of the center is to enhance students' abilities to succeed in school by assisting children and their families in meeting their basic needs. This is done by providing community services at the center and by linking families to agencies in the community. The Family Resource Center focuses on preventing an array of childhood problems by strengthening effective family management practices and establishing much-needed family support services. This is an opportunity to work with family to help remove barriers so they can build the relationships and environments within their own families to provide their children with positive experiences. Activities include Partners In Education monthly meetings ELL Family Night, attendance incentives, Community Christmas, 5th Grade Celebration, Kindergarten Registration, Coats & Shoes, Thanksgiving Baskets, weekend grocery backpacks, Child Welfare Fund, and much more.