KDE Comprehensive Improvement

Plan for Districts

Anchorage Independent

11400 Ridge Rd
Anchorage, KY 40223

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Introduction

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

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system'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 system serves?

Anchorage Public School remains one of the top performing, independent school districts in Kentucky. We are best known for providing a superb academic program that prepares learners for a global community. The school's expectations for students are high. Anchorage Public School is located within the community of Jefferson County, Kentucky. Based on several different criteria, Anchorage is recognized throughout the state as a top performing school district. We have had the honor of being the top performing school district for the past several years. The school has a rich heritage and tradition dating back to 1911. Anchorage Public School, along with the Anchorage Community, recently celebrated its 100th year of educating students. Anchorage has a long history of being a welcoming neighborhood school with a reputation for being a friendly and caring learning community while maintaining very high expectations. It is the cornerstone of this upper middleclass neighborhood community. The school's enrollment for the current academic year is 381 students, in kindergarten through eighth grade. The school district currently does not have a high school. Last year, enrollment was 361. Around 2% of our students receive free/reduced lunch and approximately fourteen percent of the student body receives special education services including speech and language services. There are twenty-three general education classrooms, four and a half special education classes, one intervention classroom, one reading intervention lab, one speech and language therapist, one occupational therapist, autism and vision impaired consultant, a full time school counselor, two Spanish classrooms, one art classroom, one music classroom, two physical education classrooms, and a full-time media specialist. All of these teachers hold Highly Qualified status. Though the students are predominantly from upper middle-class Caucasian families, the school has approximately an 8% minority population. The transient rate is extremely low or non-existent. This also pertains to staff turnover which is attributed to the school's culture of high expectations, abundant resources, low class size (around 14-15 students) and strong parental support. The APTA (Anchorage Parent Teacher Association) has documented over 10,000 volunteer hours for each of the past three years. Community and parents volunteer to teach programs such as Art Discovery, Junior Great Books, and the Community Connections Program which provides opportunities for the students to develop empathy and understanding of others, as well as volunteering for our one fund raiser per year. One of the ever present challenges is how to effectively equip our staff to meet the ever changing needs of diverse learners. Due to the small size of this district, staff leaders and administrators must network diligently and intentionally in order to bring new ideas back to the staff. Each of the 381 learners brings unique strengths and growth opportunities, as well as a special perspective on their world. Therefore, it is imperative that Anchorage approach each child as an individual learner. Anchorage Public School has become a place of high expectations, positive expectations and rigorous, meaningful work are the norm for all students, staff, parents and community. There is a global sense of community and belonging - where every adult takes ownership of every child's success. Anchorage has become the number one district based on several different criteria set by the Kentucky Department of Education. This accomplishment is the result of a committed professional staff that is dedicated to developing a caring and productive learning environment while establishing high expectations for all students. The staff brings an average of 18.7 years of teaching experience to the school, with 15% of those certified teachers holding a Bachelors' degree, 40% having a Masters, 42.5% with a Rank I and one staff member holds a doctorate. Because Anchorage is so small, many of these teachers serve on the regional leadership committees in the areas of language arts and math providing first-hand information on common-core changes/strategies. These representatives share all new information to the staff through professional development at faculty meetings. Anchorage believes every student can learn and we set high expectations for success. The key aspect of Anchorage's dynamic learning environment is the commitment of the instructional staff with an emphasis on professional development and skills training. Highly diversified teachers utilize a wide assortment of instructional strategies and apply in-depth content knowledge with a focus on mastery learning and connectedness is paramount so students will be successful not only in their educational careers but also in their journeys through life. In addition writing and math mentor programs give teachers opportunities to

share and reflect on different approaches that work for them in the classroom. This constructive analysis of classroom practices and procedures in addition to professional interaction opportunities creates a highly effective learning environment at Anchorage. Anchorage staff is dedicated to exemplary teaching, lending the talents of teachers, parents, administrators and business leaders to achieve optimal learning experiences. These partnerships engage Anchorage students in the learning process and they respond with impressive results both in the classroom and throughout the community! Anchorage believes and practices its mission statement: "The Anchorage School Learning Community¦ Launching Lifelong Learning Through ¦Inspiration - Exploration - Connection. Our challenges are not unlike most districts but several are noted. Because of the small district it is difficult to create common assessments. This is the third year for our Superintendent, Kelley Ransdell. She has an excellent academic background and has continued with the school's commitment to having high expectations

System's Purpose

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

MISSION / VISION STATEMENT: The Anchorage School learning community mission/vision is launching lifelong learning through inspiration, exploration and connection. The mission/vision of Anchorage was collaboratively revised by administrators, staff and parents and is based upon the district's common vision. As the district's vision has evolved and changed to better prepare our students for the 21st century, we also continue to revisit and refine our school's mission/vision. Part of this refinement led the faculty and parents to define the school's principles for student achievement and create a living document called "The Anchorage Strategic Plan" that outlines the beliefs, practices and routines that stem from our common mission/vision. After being adopted by the board this continuously referred to document serves as a constant reminder of what our school values and believes. To support our district's shared vision of preparing students for the 21st Century, our teachers have immersed themselves in student-centered practices. The leadership anchors current initiatives and professional development (PD) in our shared mission/vision and communicates our progress to all stakeholders. Our PD focuses on consistent implementation of best practices that allows our students to think deeply. In order to capitalize on every opportunity to expand our students' minds and move them toward being independent learners, which is at the heart of our mission/vision, we have multiple layers of interventions in place. Several support services address the needs of our student population and include Response to Intervention (RTI) delivered through LEAPS (Learning, Enrichment at Anchorage Public School) our intervention/enrichment program at Anchorage. Student progress is monitored through all three tiers of RTI. Every student at Anchorage has a 35 minute intervention or enrichment block of time every day, or one hour twice a week. We recognize the importance and necessary impact of this service as we collaboratively work to differentiate classrooms for both the struggling student as well as the gifted learner. We rely on the MAP (Measure of Academic Progress) assessment, given three times a year and teacher input to determine which students need intervention(s). All faculty and staff have common planning, and early release days every Friday for trainings and meetings.. During this time, all stakeholders work in partnership to analyze data and plan instruction accordingly to directly impact student learning. Our instructional faculty meetings focus on improving instructional practices that lead our students toward becoming independent, deep thinkers and problem solvers. Monthly Professional Learning Community (PLC) meetings are also utilized to analyze student work and determine instructional implications. We recognize the need for our PLCs to become more intentional in the analysis of student work. While we feel that our staff, student body, and parents all realize what our mission/vision means to each of us, we want to be more intentional about keeping this at the forefront of everything we do. In particular, we feel that we need to continue to educate parents about the meaning of our mission/vision and our Strategic Plan and how they relate to school and district initiatives and everyday instruction. There are multiple layers of work to ensure our curriculum is based on clear and measurable expectations. We adhere to state and local curriculum requirements by using school-wide curriculum maps and school wide planning as teams. Through regular classroom observations we are able to document the use of curriculum guides, common lesson plans and assessments while gauging the effectiveness of the tools in place. Monthly embedded PDs are instructional in nature and afford the opportunity for on-going collegial conversations that encourage and challenge our thinking. The Administrative Leadership Team, regularly seeks ways to support teachers in meeting their professional and academic goals. Anchorage Public School is committed to providing learning opportunities and support to all students. A master schedule was created that enables each team to have a "LEAPS Block" to allow for collaboration with resource teachers and devote time across content areas. In developing the master schedule, the committee worked together to maximize instructional time and minimize transitions and disturbances. Exceptional children students are cluster grouped in classrooms to enhance differentiation and collaboration with support service teachers. Co-teachers receive additional training by the Special Ed Director to learn how to best meet the needs of their students. We also utilize protocols of RTI, Individualized Education Plans and AIMSweb progress monitoring. Grade level teams meet once a week to analyze and reflect on student work. By participating in weekly PLC team meetings and daily planning time we have certainty that each staff member truly knows our students' strengths and characteristics so

that their individual needs are addressed. Because of the consistency and fidelity of these practices, the changes in the needs of our students are recognized and addressed quickly as appropriate. The superintendent has an interest in utilizing data teams and data conversations during team meetings. Talking data with teachers will ensure instruction is forever changing to meet each student's needs. With the adoption of the Common Core Standards (CCS) for English/Language Arts and Math, as well as forthcoming (CCS) for Science and Social we take the opportunity, as an entire staff, to examine our academic program to see its' strengths and reflect on changes that need to be made. The changes made from the CCS, coupled with the change in our planning as a result of the KPREP results, we continue to reflect on the effectiveness of our practice. Through the OVEC support networks in math and ELA, science and social studies, our staff is given even more opportunities to collaborate with colleagues across the region.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Over the past four years Anchorage has remained one of the top districts in the state. Our school remains one of the top achievement schools if not the top in many subject areas. Last year, our district received a Distinguished classification. The CSIP identifies needs for improving instruction, guides our budget and outlines professional development initiatives. Our biggest focus this year is on writing. Early last year a Writing PLC met and began to delve into the Common Core State Standards for English Language Arts to explore how these standards compared to our state expectations and understand how they might change the focus of teaching writing. Basically the CCSS are a clear outline of three main writing genres and grammar expectations that must be mastered and taught at each grade level. This year we targeted our areas of weakness from the KPREP assessment. During our embedded PD, grade level teams worked together to reconstruct grade level writing guidelines for teachers to use. Clear learning targets for each lesson and formative assessments to guide instruction are two other key components of assessment for learning. We are currently examining our assessment practices and moving away from adding any more summative or formal assessments and towards formative assessment which give timely feedback so students know where they stand compared to where the point of mastery has been set. With the state's adoption of the Common Core State Standards, our current challenge is to build a bridge between the current state performance expectations and the CCSS. The Common Core State Standards are more rigorous and provide a clear pathway for students to gain access to higher order math. The challenge will be to not only bridge these standards for K, 1, and 2, but to also build a bridge for 3rd, 4th, and 5th grades as they continue to strive for proficiency on the state test. Upon reviewing the goals set forth by the Board of Education, the mission and vision statements, as well as the district belief statements, the writing committee set forth to write strategies that would allow all stakeholders to define the steps necessary to: improve student achievement, align district programs and services for continuity and cohesiveness, and maximize resources to facilitate learning. We must improve in the areas of writing across curriculum and in all areas in all elementary grades. While we do well in so many areas the real task is to maintain our high scores during an economic recession. Many of our families are seeing mothers returning to the workforce, houses not being sold but leased, and our special needs population rising.

Additional Information

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

School Safety, while not currently a problem, remains as a priority in the day to day operation of the building for all public schools. There is a Safe School Team that meets to address any concerns raised by staff, parents, or students. All outside doors are locked at 8:00 am; all visitors enter through the front door which is monitored by school personnel. All employees have keyless entry cards which are deactivated when lost. Visitors are required to sign in and wear badges. Emergency exit maps and contingency plans are posted in each classroom with procedures and policies clearly marked. School I-pads, Interactive Boards, student response systems, wireless keyboards, and digital projection systems have helped create a learning environment which embraces the ideas of students being active participants in their education. Yearlong tech PLC'S tightly focused around SMART boards and the use of SMART technology, technology carts with class sets of Chrome books, Ipad lab and two computer labs have provided a rich technological environment. Our Academic Team and Math Team participants always do well winning many competitions in the region, state and participating nationally in New Orleans for the past three years. Anchorage School provides extra-curricular, curricular or club opportunities in soccer, field hockey, basketball, track, cheerleading, choir, music, chess and academic teams. Anchorage students can also participate through several local venues such as swimming, horseback riding, tennis, fencing, book clubs, and indoor winter field hockey, and soccer. Academically, there are book clubs and academic teams. Anchorage also provides an excellent choir and theatre program. We recognize the need to both strengthen the academic core of our school and establish caring, supportive environments that value all young adolescents. The school has also adopted DCYP (Developing Capable Young People) as our positive behavior model. All staff has been trained as well as many parents through parent academies held at the school.

Anchorage Independent CDIP 2016

Overview

Plan Name

Anchorage Independent CDIP 2016

Plan Description

This plan consists of 6 goals accompanied by objectives, strategies, and activities, ensuring that students reach high levels of academic success.

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	All students at Anchorage Public School will become proficient writers.	Objectives: 2 Strategies: 7 Activities: 25	Academic	$0
2	Increase the average combined reading and math scores.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	$9036
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group, and reduce novice scores by 50% over the next five years.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	$0
4	Increase or maintain proficient or distinguished scores on all program reviews in the areas identified on the 2016 program reviews.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$0
5	Increase the percentage of students who are college and career ready, as mesured by the 2016 KPREP reading and mathematics scores.	Objectives: 1 Strategies: 4 Activities: 7	Academic	$0
6	Increase student learning by ensuring that each student is taught by an effective teacher and the school/district is led by effective administrators.	Objectives: 2 Strategies: 2 Activities: 16	Organizational	$0

Goal 1: All students at Anchorage Public School will become proficient writers.

Measurable Objective 1:

A 10% increase of Fifth, Sixth and Eighth grade students will demonstrate a proficiency level in the area of on-demand writing in English Language Arts by 05/31/2016 as measured by 2016 K-PREP.

Strategy 1:

Administrative K-PREP Data Analysis - The administrative team will meet to analyze the results from the 2016 K-PREP assessment relative to writing as well as the

other content areas.

Category: Continuous Improvement

Activity - K-PREP Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the Anchorage Public School administrative team will meet to analyze the data from the School Report Card based upon the 2016 K-PREP data to determine areas where improvement is needed in order for all students to become proficient writers. The other assessed content areas will be analyzed as well. Schools: All Schools	Academic Support Program	09/07/2016	09/28/2016	$0	No Funding Required	All Administrative Staff

Activity - Teacher Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative staff will meet with teachers during their embedded professional development (PD) time to present the results of the data analysis of the 2016 K-PREP scores. These meetings will include a discussion of areas where the students experienced success as well as areas that need improvement. Schools: All Schools	Academic Support Program	09/19/2016	10/17/2016	$0	No Funding Required	Principal/Desi gnee All Teachers

Activity - Teacher Data Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during their PLC (Professional Learning Community) meetings to review the latest student assessment data and determine plans of action based upon this data. Schools: All Schools	Academic Support Program	01/04/2016	12/30/2016	$0	No Funding Required	All Teachers

Strategy 2:

Proficiency Modeling - Various delivery models and techniques will be utilized by teachers in order for students to understand what proficient work looks like.

Category: Continuous Improvement

Activity - Proficient Work Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine and provide models of proficient work to the students. This could also include the teacher providing writing checklists and writing rubrics to the students. Schools: All Schools	Direct Instruction	01/04/2016	12/16/2016	$0	No Funding Required	All Teachers

Activity - Student Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will score samples of on-demand writing. Schools: All Schools	Direct Instruction	01/04/2016	12/16/2016	$0	No Funding Required	All Teachers

Activity - Posting Proficient Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and refer to proficient work samples in their classrooms and/or provide samples of proficient work to their students. Schools: All Schools	Direct Instruction	01/04/2016	12/16/2016	$0	No Funding Required	All Teachers

Activity - Administrative Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of their informal walkthroughs/observations and formal observations, administrators will check for the posting of proficient work samples and reference to proficient student work in the classroom. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Principal Asst. Prin. All Teachers

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop student growth goals for 2016 utilizing TPGES. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Principal Asst. Prin. All Teachers

Strategy 3:

Analysis of Student Work - An analysis of student progress on on-demand work samples will be conducted at all grade levels.

Category: Continuous Improvement

Activity - Administrative Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will attend Professional Learning Community (PLC) meetings, as needed, to monitor their progress and discuss utilization of proficient writing samples. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Principal Asst. Prin.

Activity - Blind Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodically throughout the year, the principal/designee will work in collaboration with teachers to blind score on-demand writing responses, analyze student progress, and determine next steps. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Principal Teachers

Activity - Professional Development/Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the professional development learning opportunities provided by CIITS, local offerings, (Louisville Writing Project) and the district Educational Cooperative (OVEC). Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Teachers Principal Asst. Prin. Instructional Program Coordinator

Activity - Student Work Analysis/Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct feedback will be provided to the students through individual teacher/student conferencing, utilizing state released examples and benchmarks. Schools: All Schools	Direct Instruction	01/04/2016	12/16/2016	$0	No Funding Required	Teachers

Activity - Grade-Level Trimester Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least once per trimester in grade levels (K-1, 2-3, 4-5, 6-8) to analyze student work and to determine what skills need to be addressed. Schools: All Schools	Policy and Process	01/04/2016	12/16/2016	$0	No Funding Required	All Grade Level Teachers

Activity - 7th-8th Writing Professional Learning Community (PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 7th-8th grade writing PLC will continue their meetings in order for teachers to become more familiar with on-demand expectations and student work. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	7/8 Teacher Team

Activity - On-Demand Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outside facilitators from the district educational cooperative and/or locally contracted person(s) will conduct on-demand writing workshop. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	All Teachers, Administrative Staff

Strategy 4:

Writing Organizer for All Grades - The writing organizer will be utilized at the elementary level. Middle school will continue to use the CAPO (Claim/Topic, Audience, Purpose, Outline) organizer.

Category: Learning Systems

Activity - Modeling of Writing Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model the FAP organizer in elementary and the CAPO organizer in middle school in language arts as they address the on-demand prompts in their classroom instruction. Schools: All Schools	Direct Instruction	01/04/2016	12/16/2016	$0	No Funding Required	Teachers

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative Team will score selected on-demand student responses and provide feedback to the teachers. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	DAC

Activity - Unpacking the Prompt	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will dissect/unpack released prompts, texts, and teacher-created prompts to ensure students learn how to respond to on-demand questions. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Teachers

Activity - CAPO Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review and new teachers to Anchorage will learn the CAPO pre-writing strategy for 2nd - 8th graders. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Teachers, Administrators, Teacher Mentor

Strategy 5:

Technology - School technology resources will be identified and utilized to facilitate movement toward student writing proficiency.

Category: Integrated Methods for Learning

Activity - Software Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current software will be evaluated for appropriate applications, as well as new software being explored Schools: All Schools	Technology	01/04/2016	12/16/2016	$0	No Funding Required	Technology Coordinator, Technology Resource Teachers, Teachers

Activity - Information Sharing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Locate, evaluate, curate, and share relevant and beneficial information with faculty, staff, and administrators in the area of technology. Schools: All Schools	Technology	01/04/2016	12/16/2016	$0	No Funding Required	Technology Coordinator, Technology Resource Teachers, Teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue student, parent, faculty, staff, and administrator training and support of Google Docs-Slides-Sheets, Microsoft Office, Kidpix, and new acquisitions. Schools: All Schools	Technology	01/04/2016	12/16/2016	$0	No Funding Required	Technology Coordinator, Technology Resource Teachers, Teachers

Strategy 6:

Determination of Students' Writing Levels/Needs - Pass-on portfolios for determining student performance levels will be utilized by teachers in transition meetings so the receiving teachers will become aware of the students' writing levels and needs prior to the beginning of the new school year.

Category: Continuous Improvement

Activity - Pass-On Portfolios	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, in conjunction with administrators, will analyze the pass-on portfolios of their incoming students in order to determine the needs and levels of their students' writing prior to the beginning of the 2016-17 school year. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Principal/Designee Teachers

Measurable Objective 2:

10% of Students with Disabilities students will demonstrate a proficiency increase for on-demand portions of the KPREP   in Writing by 05/31/2016 as measured by K-PREP.

Strategy 1:

Professional Learning - Teachers will be provided on-demand writing training, as well as proficient on-demand samples.

Category: Professional Learning & Support

Activity - ECE Writing Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will meet with grade level PLCs to discuss the ECE writing samples. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	DOSE ECE Teachers / Regular Program Teachers PLCs

Activity - ECE Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will conference with ECE students on writing pieces in a co-teaching or resource setting. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	DOSE ECE Teachers / Co-Teacher

Goal 2: Increase the average combined reading and math scores.

Measurable Objective 1:

collaborate to maintain at least a proficiency level in the average combined reading and math scores for ELEMENTARY students of 90.1% through 2018 and from 92.3% to 94.9% in 2018 (.4% annually) for MIDDLE school students by 05/31/2016 as measured by K-PREP assessment..

Strategy 1:

Assessments Formative / Summative - Teachers will use formative and summative assessments to analyze student progress to determine identification and

intervention services.

Category: Continuous Improvement

Activity - PLC Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade-level PLC groups and also will meet monthly as a school-wide group to discuss consistent instruction, assessment, differentiation, and next steps in instruction through an analysis of student work. Schools: All Schools	Professional Learning	01/04/2016	12/30/2016	$0	No Funding Required	Teachers Principal Asst. Prin.

Activity - LEAPS Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The LEAPS (Learning Enrichment Anchorage Public School) staff administers a universal screener MAP (Measure of Academic Progress) three times a school year, analyzes the results and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to assist in the design and implementation of differentiated instruction in order to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As part of the RTI (Response To Intervention), AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student. Schools: All Schools | Academic Support Program | 01/04/2016 | 12/30/2016 | $8536 | Title I Part A | LEAPS Staff Teachers |

Activity - OVEC Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and social studies teachers, as well s world languages teachers, will attend OVEC cadre meetings and disseminate this information to their colleagues for possible inclusion in their classrooms. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Teachers

Activity - KDE Mandated Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State mandated student growth goals will be developed, with samples shared by teachers in their PLCs. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Teachers

Activity - Reading and Math Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will develop reading and math goals based on areas of weakness as determined by KPREP results and MAP scores. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$500	General Fund	Teachers

Activity - Vertical PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical professional learning communities, centered around subject areas, will periodically convene to share information, activities and curriculum. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Steve Stewart

Strategy 2:

On-Demand Writing Review - A member of the LEAPS staff will conduct review sessions with 7th and 8th graders during their Writing LEAPS class time and social studies time for 7th graders.

Category: Continuous Improvement

Activity - 7th-8th Grade Writing Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEAPS staff, during Writing class, in conjunction with the 7/8 subject area teachers, will conduct on-demand writing review sessions with 7th and 8th graders. This activity will occur during the students' science class time for 8th graders and during social studies time for 7th graders. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	LEAPS Staff

Strategy 3:

Technology Support and Training - The average combined reading and math scores will be increased through the identification and utilization of school technology resources, technology integration and software.

Category: Professional Learning & Support

Activity - Software Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Movement toward increased average combined reading and math scores will occur through the identification and utilization of school technology resources such as Study Island, Compass Learning, Accelerated Reader, etc. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Technology Staff, Teachers

Activity - Information Sharing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Locate, evaluate, curate, and share relevant information regarding technology with faculty, staff, and administrators. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Technology Staff

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue student, parent, faculty, staff, and administrator awareness, training, and support of online programs such as Sumdog, Super Star Online, Skoolbo, Mangahigh, Gizmos & Gadgets, Accelerated Math, Study Island and new acquisitions. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Technology Staff, Teachers

Strategy 4:

Kindergarten Readiness - The readiness of new kindergarten students will be determined prior to the opening of school.

Category: Early Learning

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All incoming kindergarten students will be administered the Brigance Developmental Screener to determine their readiness level no more than 15 days prior to the beginning of the 2016-17 school year.

Schools: All Schools | Academic Support Program | 08/02/2016 | 08/26/2016 | $0 | No Funding Required | DOSE, K/1 staff |

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are determined not ready for kindergarten based upon the Brigance Development Screener will be placed in interventions based upon their need. Schools: All Schools	Academic Support Program	08/08/2016	08/31/2016	$0	No Funding Required	Kristy Clark (DOSE)

Activity - Anchorage School Kindergarten Summer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Anchorage School will host incoming Kindergarten students in a week long summer camp in order to provide both emotional and academic support in transitioning to elementary school. Schools: All Schools	Academic Support Program	07/11/2016	08/05/2016	$0	District Funding	Principal/ designee, Kindergarten staff

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group, and reduce novice scores by 50% over the next five years.

Measurable Objective 1:

demonstrate a proficiency increase in the average combined reading and math scores for ELEMENTARY students in the non-duplicated gap group from 67.5% to 79.7% through 2018-19 or 3.05% annually by 05/31/2016 as measured by K-PREP assessment.

Strategy 1:

Formative and Summative Assessments - Teachers will use formative and summative assessments to analyze student progress to determine identification and services.

Category: Human Capital Management

Activity - PLC Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade-level PLC groups weekly and will meet monthly as a school-wide group to discuss consistent instruction and assessment, differentiation, and next steps for instruction through analysis of student work. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Teachers Principal Asst. Prin.

Activity - LEAPS Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPs staff and grade-level teams collaborate to establish goals with each student. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	LEAPS Coordinator/ Teachers

Activity - OVEC Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and social studies teachers will attend OVEC cadre meetings and disseminate this information for possible inclusion in their classrooms. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Science and Social Studies Teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math scores for MIDDLE school students in the non-duplicated gap group from at least 80.6% to 89.2% through 2018-19 (2.25 increase per year) by 05/31/2016 as measured by the 2016 K-PREP assessment .

Strategy 1:

Formative + Summative Assessments - Teachers will use formative and summative assessments to analyze student progress to determine identification and services.

Category: Continuous Improvement

Activity - PLC Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade-level PLC groups weekly and will meet monthly as a school-wide group to discuss consistent instruction and assessment, differentiation, and next steps for instruction through an analysis of student work. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Teachers Principal Asst. Prin.

Activity - OVEC Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and social studies teachers will attend OVEC cadre meetings and disseminate this information for possible inclusion in their classrooms. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Science and Social Studies Teachers

Activity - LEAPS Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student. Schools: All Schools | Academic Support Program | 01/04/2016 | 12/16/2016 | $0 | No Funding Required | LEAPS Coordinator Teachers |

Goal 4: Increase or maintain proficient or distinguished scores on all program reviews in the areas identified on the 2016 program reviews.

Measurable Objective 1:

demonstrate a proficiency score on 100% of those demonstrators deemed as "needs improvement" by 05/31/2016 as measured by the 2016 program review assessment.

Strategy 1:

Demonstrator Targeting - Each program review committee will target the "needs improvement" demonstrators from the 2015 assessment and plan for an increase in scoring on the 2016 Program Review.

Category: Continuous Improvement

Activity - Evidence Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The program review committees will meet regularly to discuss and analyze current evidence utilizing the school committee meeting schedule. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Program Review Committee Chairs

Activity - Dissemination of Pre-Score Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The results from the self-audit and pre-score will be shared with teachers on an embedded PD day in order to facilitate any additional evidence gathering that may be necessary. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Program Review Coordinator Program Committee Chairs

Activity - Pre-Scoring / Self Audit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| During the month of January, program review committees will audit one another in one demonstrator as well s pre-score their own program review, with particular attention on written rationales.

Schools: All Schools | Academic Support Program | 01/04/2016 | 12/16/2016 | $0 | No Funding Required | Program Review Coordinator Program Review Committee Chairs |

Strategy 2:

Demonstrator Evidence for Program Reviews - Evidence for each demonstrator will be discussed with the committees and teachers. Examples will be given and stored either in hard copy or digital form.

Category: Continuous Improvement

Activity - Fidelity Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The program review committee will periodically check both the hard copy and digital files for evidence. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Program Review Committee Coordinator Program Review Committee Chairs

Activity - Program Review Database	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A database containing each demonstrator for each program review will be utilized by the program review committees to store their digital evidence, in addition to hard copy evidence held by some committees. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Program Review Committee Coordinator Program Review Committee Chairs

Activity - Program Review Evidence File	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will place hard evidence in the assigned program review evidence file. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Program Review Committee Chairs Program Review Committee Coordinator

Goal 5: Increase the percentage of students who are college and career ready, as mesured by the 2016 KPREP reading and mathematics scores.

Measurable Objective 1:

100% of Eighth grade students will demonstrate a proficiency level at attaining the skills and information necessary for successful transition to high school as well as College and Career Readiness in Career & Technical by 05/31/2016 as measured by their ILP completion and 2016 KPREP scores in reading and mathematics..

Strategy 1:

ILP Development/Completion - Students in grades six through eight will complete their ILPs to include the following: career interests, personal strengths, learning style inventory, college and careers research, extra-curricular activities log, and long and short-term personal goals, utilizing the Career Cruising online program provided by KDE.

Category: Career Readiness Pathways

Activity - Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The interest and learning style inventory results will be shared and discussed with students and middle school teachers. Parents will be provided access to the ILP. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Counselor

Activity - 8th Grader Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade students will conference with community and/or school personnel regarding career and college interests, high school transition and short and long term goals, as gleaned from their ILPs. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Counselor

Strategy 2:

Classroom Guidance Activities - All students at the middle school level will participate in classroom guidance activities that promote 21st century skills.

Category: Career Readiness Pathways

Activity - "Get Set"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth graders will take part in the "Get Set" series through classroom guidance activities, enhancing their ability to be successful in middle school and their transition to high school. Schools: All Schools	Career Preparation/Orientation	01/04/2016	12/16/2016	$0	No Funding Required	Counselor

Strategy 3:

Developing Capable Young People - Age appropriate activities and curricula that dove-tails with the school-wide "Developing Capable Young People" program will be utilized during classroom guidance for all grade levels.

Category: Career Readiness Pathways

Activity - Developing Capable Young People	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elements from the "Developing Capable Young People" program will be used in classroom guidance sessions. Schools: All Schools	Behavioral Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Counselor

Strategy 4:

Better Use of Technology - In order to facilitate movement toward college and career readiness, school technology resources will be identified, utilized and integrated into all curricular areas.

Category: Continuous Improvement

Activity - Software Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current software will be evaluated for appropriate applications within the school curriculum. Schools: All Schools	Technology	01/04/2016	12/16/2016	$0	No Funding Required	Technology Staff, Teachers

Activity - Information Sharing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Locate, evaluate, curate, and share relevant and beneficial information with faculty, staff, and administrators. Schools: All Schools	Technology	01/04/2016	12/16/2016	$0	No Funding Required	Technology Staff, Teachers

Activity - Technology Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue student, parent, faculty, staff, and administrator awareness, training, and support of CareerReadiness.com, STEM, digital citizenship, EasyTech, Google Apps, Microsoft Office, coding and programming, digital art, digital music composition (Quaver), multimedia presentation, (such as Prezi, Glogster, Animoto, Slides, Padlet, PowerPoint, MovieMaker, and KidPix) as well as new acquisitions. Schools: All Schools	Technology	01/04/2016	12/16/2016	$0	No Funding Required	Technology Staff, Teachers

Goal 6: Increase student learning by ensuring that each student is taught by an effective teacher and the school/district is led by effective administrators.

Measurable Objective 1:

collaborate to ensure 100% of teachers are updated regarding TPGES by 12/16/2016 as measured by completion and implementation of the reports received from KDE.

Strategy 1:

Framework for Teacher (Teachers) - All faculty members will understand the Kentucky Framework for Teaching (KFT) including the four performance levels within KFT, the three-step systematic observation process used within TPGES, and how reflection and growth planing is connected to improved educator effectiveness.

Category: Teacher PGES

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Leadership Team will ensure the implementation of the District CEP that is based upon the Kentucky Framework for Teaching by: 1. ensuring all leadership is knowledgeable of TPGES components and expectations, 2. reviewing principal responsibilities within the context of TPGES components and expectations, 3. identifying and allocating time for principals to meet throughout the year for progress and feedback regarding students' growth, professional growth planning, observations, etc., 4. reviewing Peer Observer responsibilities within the context of the PGES framework and expectations, 5. reviewing and recommending human capital and fiscal resource allocations to support teacher effectiveness, and 6. review policy and recommend modifications to procedures currently related to teacher effectiveness. Schools: All Schools	Policy and Process	01/04/2016	12/16/2016	$0	No Funding Required	Administrators

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A District Professional Learning Plan for TPGES components and expectations that incorporate Professional Learning Communities (PLCs) based upon the following:
1. Kentucky Framework for Teaching (KFT),
2. Observation certification,
3. Self reflection,
4. Student growth goal development
5. Professional growth goal setting based upon self reflection and student need,
6. Student voice, and
7. Effective feedback.

Schools: All Schools | Policy and Process | 01/04/2016 | 12/16/2016 | $0 | No Funding Required | Administrators, Teachers |

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going training for teachers and principals in the use of CIITS with intentional focus on 1. Educator Development Suite and changes to the system. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Administrators Teachers

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The development of student growth goals based on student need will be developed by teachers with administrators meeting to discuss teacher-developed student growth goals. Schools: All Schools	Academic Support Program	01/04/2016	12/16/2016	$0	No Funding Required	Administrators Teachers

Activity - ISLN Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will be involved with ISLN as it pertains to the PGES, to include KDE webcasts. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Administrators Teachers

Activity - Results Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will reflect on the implementation of PGES for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, and 3. potential shifts in calendars and schedules regarding the daily use of time, roles and responsibilities for administrators and teacher leaders. Schools: All Schools	Policy and Process	01/04/2016	12/16/2016	$0	No Funding Required	Administrators Teachers

Measurable Objective 2:

collaborate to ensure all administrators are updated in PGES by by 08/05/2016 as measured by the completion and implementation of the training.

Strategy 1:

Framework for Teaching (Administrators) - All faculty members will understand the Kentucky Framework for Teaching (KFT) including the four performance levels within KFT, the three-step systematic observation process used within TPGES, and how reflection and growth planning is connected to improved educator effectiveness. The principal and superintendent will additionally understand how to effectively utilize the PPGES system to drive continuous growth and progress.

Category: Professional Learning & Support

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Leadership Team will refine the implementation plan for PPGES to include 1. ensuring all leadership is knowledgeable of PPGES components and expectations, 2. reviewing principal responsibilities within the context of PPGES components and expectations, 3. review and recommend human capital and fiscal resources allocations to support principal effectiveness, 4. review policy and procedure currently related to principal effectiveness and 5. recommend modifications to policy and procedure to support principal effectiveness.

Schools: All Schools | Policy and Process | 01/04/2016 | 12/16/2016 | $0 | No Funding Required | Administrators |

Activity - PPGES Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of PPGES module by all administrative participants.

Schools: All Schools | Professional Learning | 01/04/2016 | 08/05/2016 | $0 | No Funding Required | Administrators |

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student growth goals will be developed based upon student need along with the corresponding rubric to identify level of success in achieving intermediate goals toward long-range targets of 2016 goals and beyond.

Schools: All Schools | Policy and Process | 01/04/2016 | 12/16/2016 | $0 | No Funding Required | Administrators |

Activity - Professional Growth Goal Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional growth plans will be developed based upon self reflection and student growth needs.

Schools: All Schools | Professional Learning | 01/04/2016 | 12/16/2016 | $0 | No Funding Required | Administrators |

Activity - Working Conditions - TELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The most recent TELL survey data will be presented to the staff and input utilized to identify opportunities for growth in specific areas.

Schools: All Schools | Policy and Process | 01/04/2016 | 12/16/2016 | $0 | No Funding Required | Administrators |

Activity - PGP Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Growth Plans will be implemented including multiple review points in collaboration with the superintendent. Schools: All Schools	Professional Learning	01/04/2016	12/16/2016	$0	No Funding Required	Superintendent Principal

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of two observations per year will be completed by the superintendent for the principal to include 1. formative review of success in performance standards, 2. formative review of student growth goal attainment, 3. formative review of PGP implementation, and 4. formative review of supervisor's assessment of working conditions. Schools: All Schools	Policy and Process	01/04/2016	12/16/2016	$0	No Funding Required	Superintendent Principal

Activity - Research Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A review of research centered on leadership effectiveness will be conducted. Schools: All Schools	Professional Learning	01/05/2015	12/18/2015	$0	No Funding Required	Supt. Principal

Activity - Classroom Visitation Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informal classroom walkthroughs beyond the formal scheduled observations will be conducted. Schools: All Schools	Policy and Process	01/04/2016	12/16/2016	$0	No Funding Required	Principal Asst. Principal

Activity - Monitoring Plan Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A reflection of the process and an analysis of PGES data will be conducted for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, 3. potential shifts in calendars and schedules as well as 4. roles and responsibilities for administrators. Schools: All Schools	Policy and Process	01/04/2016	12/16/2016	$0	No Funding Required	Superintendent Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LEAPS Involvement	The LEAPS (Learning Enrichment Anchorage Public School) staff administers a universal screener MAP (Measure of Academic Progress) three times a school year, analyzes the results and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to assist in the design and implementation of differentiated instruction in order to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As part of the RTI (Response To Intervention), AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/30/2016	$8536	LEAPS Staff Teachers
				Total	$8536	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading and Math Goals	PLCs will develop reading and math goals based on areas of weakness as determined by KPREP results and MAP scores.	Academic Support Program	01/04/2016	12/16/2016	$500	Teachers
				Total	$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Anchorage School Kindergarten Summer Program	Anchorage School will host incoming Kindergarten students in a week long summer camp in order to provide both emotional and academic support in transitioning to elementary school.	Academic Support Program	07/11/2016	08/05/2016	$0	Principal/ designee, Kindergarten staff
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Training	Continue student, parent, faculty, staff, and administrator awareness, training, and support of online programs such as Sumdog, Super Star Online, Skoolbo, Mangahigh, Gizmos & Gadgets, Accelerated Math, Study Island and new acquisitions.	Academic Support Program	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
LEAPS Involvement	The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPs staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/16/2016	$0	LEAPS Coordinator/ Teachers
Software Evaluation	Movement toward increased average combined reading and math scores will occur through the identification and utilization of school technology resources such as Study Island, Compass Learning, Accelerated Reader, etc.	Academic Support Program	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
Observations	A minimum of two observations per year will be completed by the superintendent for the principal to include 1. formative review of success in performance standards, 2. formative review of student growth goal attainment, 3. formative review of PGP implementation, and 4. formative review of supervisor's assessment of working conditions.	Policy and Process	01/04/2016	12/16/2016	$0	Superintendent Principal
KDE Mandated Student Growth Goals	State mandated student growth goals will be developed, with samples shared by teachers in their PLCs.	Academic Support Program	01/04/2016	12/16/2016	$0	Teachers
Monitoring Plan Analysis	A reflection of the process and an analysis of PGES data will be conducted for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, 3. potential shifts in calendars and schedules as well as 4. roles and responsibilities for administrators.	Policy and Process	01/04/2016	12/16/2016	$0	Superintendent Principal
Evidence Analysis	The program review committees will meet regularly to discuss and analyze current evidence utilizing the school committee meeting schedule.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Committee Chairs
PGP Implementation	Professional Growth Plans will be implemented including multiple review points in collaboration with the superintendent.	Professional Learning	01/04/2016	12/16/2016	$0	Superintendent Principal

Proficient Work Samples	Teachers will examine and provide models of proficient work to the students. This could also include the teacher providing writing checklists and writing rubrics to the students.	Direct Instruction	01/04/2016	12/16/2016	$0	All Teachers
Vertical PLCs	Vertical professional learning communities, centered around subject areas, will periodically convene to share information, activities and curriculum.	Academic Support Program	01/04/2016	12/16/2016	$0	Steve Stewart
Results Analysis	Participants will reflect on the implementation of PGES for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, and 3. potential shifts in calendars and schedules regarding the daily use of time, roles and responsibilities for administrators and teacher leaders.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators Teachers
Information Sharing	Locate, evaluate, curate, and share relevant and beneficial information with faculty, staff, and administrators.	Technology	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
Pass-On Portfolios	Teachers, in conjunction with administrators, will analyze the pass-on portfolios of their incoming students in order to determine the needs and levels of their students' writing prior to the beginning of the 2016-17 school year.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal/Designee Teachers
Modeling of Writing Organizer	Teachers will model the FAP organizer in elementary and the CAPO organizer in middle school in language arts as they address the on-demand prompts in their classroom instruction.	Direct Instruction	01/04/2016	12/16/2016	$0	Teachers
Student Growth Goal Development	Student growth goals will be developed based upon student need along with the corresponding rubric to identify level of success in achieving intermediate goals toward long-range targets of 2016 goals and beyond.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators
OVEC Cadre Meetings	Science and social studies teachers will attend OVEC cadre meetings and disseminate this information for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0	Science and Social Studies Teachers
8th Grader Conferences	Eighth grade students will conference with community and/or school personnel regarding career and college interests, high school transition and short and long term goals, as gleaned from their ILPs.	Academic Support Program	01/04/2016	12/16/2016	$0	Counselor
Information Sharing	Locate, evaluate, curate, and share relevant and beneficial information with faculty, staff, and administrators in the area of technology.	Technology	01/04/2016	12/16/2016	$0	Technology Coordinator, Technology Resource Teachers, Teachers

Fidelity Check	The program review committee will periodically check both the hard copy and digital files for evidence.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Committee Coordinator Program Review Committee Chairs
PPGES Module	Completion of PPGES module by all administrative participants.	Professional Learning	01/04/2016	08/05/2016	$0	Administrators
Developing Capable Young People	Elements from the "Developing Capable Young People" program will be used in classroom guidance sessions.	Behavioral Support Program	01/04/2016	12/16/2016	$0	Counselor
PLC Discussions	Teachers will meet in grade-level PLC groups and also will meet monthly as a school-wide group to discuss consistent instruction, assessment, differentiation, and next steps in instruction through an analysis of student work.	Professional Learning	01/04/2016	12/30/2016	$0	Teachers Principal Asst. Prin.
OVEC Cadre Meetings	Science and social studies teachers will attend OVEC cadre meetings and disseminate this information for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0	Science and Social Studies Teachers
District Leadership Team	The District Leadership Team will refine the implementation plan for PPGES to include 1. ensuring all leadership is knowledgeable of PPGES components and expectations, 2. reviewing principal responsibilities within the context of PPGES components and expectations, 3. review and recommend human capital and fiscal resources allocations to support principal effectiveness, 4. review policy and procedure currently related to principal effectiveness and 5. recommend modifications to policy and procedure to support principal effectiveness.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators
Technology Training	Continue student, parent, faculty, staff, and administrator training and support of Google Docs-Slides-Sheets, Microsoft Office, Kidpix, and new acquisitions.	Technology	01/04/2016	12/16/2016	$0	Technology Coordinator, Technology Resource Teachers, Teachers
Administrative Monitoring	As part of their informal walkthroughs/observations and formal observations, administrators will check for the posting of proficient work samples and reference to proficient student work in the classroom.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal Asst. Prin. All Teachers
Student Growth Goal Development	All teachers will develop student growth goals for 2016 utilizing TPGES.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal Asst. Prin. All Teachers

ECE Writing Samples	ECE teachers will meet with grade level PLCs to discuss the ECE writing samples.	Academic Support Program	01/04/2016	12/16/2016	$0	DOSE ECE Teachers / Regular Program Teachers PLCs
Career Exploration	The interest and learning style inventory results will be shared and discussed with students and middle school teachers. Parents will be provided access to the ILP.	Academic Support Program	01/04/2016	12/16/2016	$0	Counselor
Pre-Scoring / Self Audit	During the month of January, program review committees will audit one another in one demonstrator as well s pre-score their own program review, with particular attention on written rationales.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Coordinator Program Review Committee Chairs
"Get Set"	Sixth graders will take part in the "Get Set" series through classroom guidance activities, enhancing their ability to be successful in middle school and their transition to high school.	Career Preparation/Orientation	01/04/2016	12/16/2016	$0	Counselor
Teacher Data Review Meetings	Teachers will meet during their PLC (Professional Learning Community) meetings to review the latest student assessment data and determine plans of action based upon this data.	Academic Support Program	01/04/2016	12/30/2016	$0	All Teachers
Teacher Awareness	The administrative staff will meet with teachers during their embedded professional development (PD) time to present the results of the data analysis of the 2016 K-PREP scores. These meetings will include a discussion of areas where the students experienced success as well as areas that need improvement.	Academic Support Program	09/19/2016	10/17/2016	$0	Principal/Designee All Teachers
Kindergarten Readiness	Students that are determined not ready for kindergarten based upon the Brigance Development Screener will be placed in interventions based upon their need.	Academic Support Program	08/08/2016	08/31/2016	$0	Kristy Clark (DOSE)
PLC Discussions	Teachers will meet in grade-level PLC groups weekly and will meet monthly as a school-wide group to discuss consistent instruction and assessment, differentiation, and next steps for instruction through an analysis of student work.	Professional Learning	01/04/2016	12/16/2016	$0	Teachers Principal Asst. Prin.
Posting Proficient Work	Teachers will post and refer to proficient work samples in their classrooms and/or provide samples of proficient work to their students.	Direct Instruction	01/04/2016	12/16/2016	$0	All Teachers
7th-8th Grade Writing Review	The LEAPS staff, during Writing class, in conjunction with the 7/8 subject area teachers, will conduct on-demand writing review sessions with 7th and 8th graders. This activity will occur during the students' science class time for 8th graders and during social studies time for 7th graders.	Academic Support Program	01/04/2016	12/16/2016	$0	LEAPS Staff

Working Conditions - TELL	The most recent TELL survey data will be presented to the staff and input utilized to identify opportunities for growth in specific areas.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators
CAPO Training	Teachers will review and new teachers to Anchorage will learn the CAPO pre-writing strategy for 2nd - 8th graders.	Professional Learning	01/04/2016	12/16/2016	$0	Teachers, Administrators, Teacher Mentor
Professional Growth Goal Development	Professional growth plans will be developed based upon self reflection and student growth needs.	Professional Learning	01/04/2016	12/16/2016	$0	Administrators
ISLN Participation	Participants will be involved with ISLN as it pertains to the PGES, to include KDE webcasts.	Professional Learning	01/04/2016	12/16/2016	$0	Administrators Teachers
Student Growth Goal Development	The development of student growth goals based on student need will be developed by teachers with administrators meeting to discuss teacher-developed student growth goals.	Academic Support Program	01/04/2016	12/16/2016	$0	Administrators Teachers
Software Evaluation	Current software will be evaluated for appropriate applications within the school curriculum.	Technology	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
7th-8th Writing Professional Learning Community (PLC)	A 7th-8th grade writing PLC will continue their meetings in order for teachers to become more familiar with on-demand expectations and student work.	Professional Learning	01/04/2016	12/16/2016	$0	7/8 Teacher Team
Classroom Visitation Schedule	Informal classroom walkthroughs beyond the formal scheduled observations will be conducted.	Policy and Process	01/04/2016	12/16/2016	$0	Principal Asst. Principal
Research Review	A review of research centered on leadership effectiveness will be conducted.	Professional Learning	01/05/2015	12/18/2015	$0	Supt. Principal
K-PREP Data Analysis	Members of the Anchorage Public School administrative team will meet to analyze the data from the School Report Card based upon the 2016 K-PREP data to determine areas where improvement is needed in order for all students to become proficient writers. The other assessed content areas will be analyzed as well.	Academic Support Program	09/07/2016	09/28/2016	$0	All Administrative Staff
Program Review Evidence File	Teachers will place hard evidence in the assigned program review evidence file.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Committee Chairs Program Review Committee Coordinator
On-Demand Professional Learning	Outside facilitators from the district educational cooperative and/or locally contracted person(s) will conduct on-demand writing workshop.	Professional Learning	01/04/2016	12/16/2016	$0	All Teachers, Administrative Staff

Program Review Database	A database containing each demonstrator for each program review will be utilized by the program review committees to store their digital evidence, in addition to hard copy evidence held by some committees.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Committee Coordinator Program Review Committee Chairs
Technology Awareness	Continue student, parent, faculty, staff, and administrator awareness, training, and support of CareerReadiness.com, STEM, digital citizenship, EasyTech, Google Apps, Microsoft Office, coding and programming, digital art, digital music composition (Quaver), multimedia presentation, (such as Prezi, Glogster, Animoto, Slides, Padlet, PowerPoint, MovieMaker, and KidPix) as well as new acquisitions.	Technology	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
Student Scoring	Students will score samples of on-demand writing.	Direct Instruction	01/04/2016	12/16/2016	$0	All Teachers
District Leadership Team	The District Leadership Team will ensure the implementation of the District CEP that is based upon the Kentucky Framework for Teaching by: 1. ensuring all leadership is knowledgeable of TPGES components and expectations, 2. reviewing principal responsibilities within the context of TPGES components and expectations, 3. identifying and allocating time for principals to meet throughout the year for progress and feedback regarding students' growth, professional growth planning, observations, etc., 4. reviewing Peer Observer responsibilities within the context of the PGES framework and expectations, 5. reviewing and recommending human capital and fiscal resource allocations to support teacher effectiveness, and 6. review policy and recommend modifications to procedures currently related to teacher effectiveness.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators
Dissemination of Pre-Score Results	The results from the self-audit and pre-score will be shared with teachers on an embedded PD day in order to facilitate any additional evidence gathering that may be necessary.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Coordinator Program Committee Chairs
Blind Scoring	Periodically throughout the year, the principal/designee will work in collaboration with teachers to blind score on-demand writing responses, analyze student progress, and determine next steps.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal Teachers
Grade-Level Trimester Meetings	Teachers will meet at least once per trimester in grade levels (K-1, 2-3, 4-5, 6-8) to analyze student work and to determine what skills need to be addressed.	Policy and Process	01/04/2016	12/16/2016	$0	All Grade Level Teachers

Administrative Monitoring	Administrators will attend Professional Learning Community (PLC) meetings, as needed, to monitor their progress and discuss utilization of proficient writing samples.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal Asst. Prin.
Software Evaluation	Current software will be evaluated for appropriate applications, as well as new software being explored	Technology	01/04/2016	12/16/2016	$0	Technology Coordinator, Technology Resource Teachers, Teachers
LEAPS Involvement	The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/16/2016	$0	LEAPS Coordinator Teachers
CIITS Training	On-going training for teachers and principals in the use of CIITS with intentional focus on 1. Educator Development Suite and changes to the system.	Professional Learning	01/04/2016	12/16/2016	$0	Administrators Teachers
Unpacking the Prompt	Teachers will dissect/unpack released prompts, texts, and teacher-created prompts to ensure students learn how to respond to on-demand questions.	Academic Support Program	01/04/2016	12/16/2016	$0	Teachers
Teacher Feedback	The administrative Team will score selected on-demand student responses and provide feedback to the teachers.	Academic Support Program	01/04/2016	12/16/2016	$0	DAC
District Professional Learning Plan	A District Professional Learning Plan for TPGES components and expectations that incorporate Professional Learning Communities (PLCs) based upon the following: 1. Kentucky Framework for Teaching (KFT), 2. Observation certification, 3. Self reflection, 4. Student growth goal development 5. Professional growth goal setting based upon self reflection and student need, 6. Student voice, and 7. Effective feedback.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators, Teachers
OVEC Cadre Meetings	Science and social studies teachers, as well s world languages teachers, will attend OVEC cadre meetings and disseminate this information to their colleagues for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0	Teachers

Student Work Analysis/Conferencing	Direct feedback will be provided to the students through individual teacher/student conferencing, utilizing state released examples and benchmarks.	Direct Instruction	01/04/2016	12/16/2016	$0	Teachers
Information Sharing	Locate, evaluate, curate, and share relevant information regarding technology with faculty, staff, and administrators.	Academic Support Program	01/04/2016	12/16/2016	$0	Technology Staff
Brigance Assessment	All incoming kindergarten students will be administered the Brigance Developmental Screener to determine their readiness level no more than 15 days prior to the beginning of the 2016-17 school year.	Academic Support Program	08/02/2016	08/26/2016	$0	DOSE, K/1 staff
PLC Discussions	Teachers will meet in grade-level PLC groups weekly and will meet monthly as a school-wide group to discuss consistent instruction and assessment, differentiation, and next steps for instruction through analysis of student work.	Professional Learning	01/04/2016	12/16/2016	$0	Teachers Principal Asst. Prin.
Professional Development/Learning	Teachers will utilize the professional development learning opportunities provided by CIITS, local offerings, (Louisville Writing Project) and the district Educational Cooperative (OVEC).	Professional Learning	01/04/2016	12/16/2016	$0	Teachers Principal Asst. Prin. Instructional Program Coordinator
ECE Student Conferences	ECE teachers will conference with ECE students on writing pieces in a co-teaching or resource setting.	Academic Support Program	01/04/2016	12/16/2016	$0	DOSE ECE Teachers / Co-Teacher
				Total	$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Discussions	Teachers will meet in grade-level PLC groups and also will meet monthly as a school-wide group to discuss consistent instruction, assessment, differentiation, and next steps in instruction through an analysis of student work.	Professional Learning	01/04/2016	12/30/2016	$0	Teachers Principal Asst. Prin.
LEAPS Involvement	The LEAPS (Learning Enrichment Anchorage Public School) staff administers a universal screener MAP (Measure of Academic Progress) three times a school year, analyzes the results and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to assist in the design and implementation of differentiated instruction in order to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As part of the RTI (Response To Intervention), AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/30/2016	$8536	LEAPS Staff Teachers
PLC Discussions	Teachers will meet in grade-level PLC groups weekly and will meet monthly as a school-wide group to discuss consistent instruction and assessment, differentiation, and next steps for instruction through analysis of student work.	Professional Learning	01/04/2016	12/16/2016	$0	Teachers Principal Asst. Prin.
LEAPS Involvement	The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPs staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/16/2016	$0	LEAPS Coordinator/ Teachers
OVEC Cadre Meetings	Science and social studies teachers will attend OVEC cadre meetings and disseminate this information for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0	Science and Social Studies Teachers

K-PREP Data Analysis	Members of the Anchorage Public School administrative team will meet to analyze the data from the School Report Card based upon the 2016 K-PREP data to determine areas where improvement is needed in order for all students to become proficient writers. The other assessed content areas will be analyzed as well.	Academic Support Program	09/07/2016	09/28/2016	$0	All Administrative Staff
Career Exploration	The interest and learning style inventory results will be shared and discussed with students and middle school teachers. Parents will be provided access to the ILP.	Academic Support Program	01/04/2016	12/16/2016	$0	Counselor
8th Grader Conferences	Eighth grade students will conference with community and/or school personnel regarding career and college interests, high school transition and short and long term goals, as gleaned from their ILPs.	Academic Support Program	01/04/2016	12/16/2016	$0	Counselor
"Get Set"	Sixth graders will take part in the "Get Set" series through classroom guidance activities, enhancing their ability to be successful in middle school and their transition to high school.	Career Preparation/Orientation	01/04/2016	12/16/2016	$0	Counselor
Teacher Awareness	The administrative staff will meet with teachers during their embedded professional development (PD) time to present the results of the data analysis of the 2016 K-PREP scores. These meetings will include a discussion of areas where the students experienced success as well as areas that need improvement.	Academic Support Program	09/19/2016	10/17/2016	$0	Principal/Designee All Teachers
Teacher Data Review Meetings	Teachers will meet during their PLC (Professional Learning Community) meetings to review the latest student assessment data and determine plans of action based upon this data.	Academic Support Program	01/04/2016	12/30/2016	$0	All Teachers
Proficient Work Samples	Teachers will examine and provide models of proficient work to the students. This could also include the teacher providing writing checklists and writing rubrics to the students.	Direct Instruction	01/04/2016	12/16/2016	$0	All Teachers
Student Scoring	Students will score samples of on-demand writing.	Direct Instruction	01/04/2016	12/16/2016	$0	All Teachers
Posting Proficient Work	Teachers will post and refer to proficient work samples in their classrooms and/or provide samples of proficient work to their students.	Direct Instruction	01/04/2016	12/16/2016	$0	All Teachers
Administrative Monitoring	As part of their informal walkthroughs/observations and formal observations, administrators will check for the posting of proficient work samples and reference to proficient student work in the classroom.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal Asst. Prin. All Teachers
Student Growth Goal Development	All teachers will develop student growth goals for 2016 utilizing TPGES.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal Asst. Prin. All Teachers
Administrative Monitoring	Administrators will attend Professional Learning Community (PLC) meetings, as needed, to monitor their progress and discuss utilization of proficient writing samples.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal Asst. Prin.

Blind Scoring	Periodically throughout the year, the principal/designee will work in collaboration with teachers to blind score on-demand writing responses, analyze student progress, and determine next steps.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal Teachers
Professional Development/Learning	Teachers will utilize the professional development learning opportunities provided by CIITS, local offerings, (Louisville Writing Project) and the district Educational Cooperative (OVEC).	Professional Learning	01/04/2016	12/16/2016	$0	Teachers Principal Asst. Prin. Instructional Program Coordinator
Student Work Analysis/Conferencing	Direct feedback will be provided to the students through individual teacher/student conferencing, utilizing state released examples and benchmarks.	Direct Instruction	01/04/2016	12/16/2016	$0	Teachers
Grade-Level Trimester Meetings	Teachers will meet at least once per trimester in grade levels (K-1, 2-3, 4-5, 6-8) to analyze student work and to determine what skills need to be addressed.	Policy and Process	01/04/2016	12/16/2016	$0	All Grade Level Teachers
7th-8th Writing Professional Learning Community (PLC)	A 7th-8th grade writing PLC will continue their meetings in order for teachers to become more familiar with on-demand expectations and student work.	Professional Learning	01/04/2016	12/16/2016	$0	7/8 Teacher Team
On-Demand Professional Learning	Outside facilitators from the district educational cooperative and/or locally contracted person(s) will conduct on-demand writing workshop.	Professional Learning	01/04/2016	12/16/2016	$0	All Teachers, Administrative Staff
Modeling of Writing Organizer	Teachers will model the FAP organizer in elementary and the CAPO organizer in middle school in language arts as they address the on-demand prompts in their classroom instruction.	Direct Instruction	01/04/2016	12/16/2016	$0	Teachers
Teacher Feedback	The administrative Team will score selected on-demand student responses and provide feedback to the teachers.	Academic Support Program	01/04/2016	12/16/2016	$0	DAC
Unpacking the Prompt	Teachers will dissect/unpack released prompts, texts, and teacher-created prompts to ensure students learn how to respond to on-demand questions.	Academic Support Program	01/04/2016	12/16/2016	$0	Teachers
CAPO Training	Teachers will review and new teachers to Anchorage will learn the CAPO pre-writing strategy for 2nd - 8th graders.	Professional Learning	01/04/2016	12/16/2016	$0	Teachers, Administrators, Teacher Mentor
Software Evaluation	Current software will be evaluated for appropriate applications, as well as new software being explored	Technology	01/04/2016	12/16/2016	$0	Technology Coordinator, Technology Resource Teachers, Teachers
Information Sharing	Locate, evaluate, curate, and share relevant and beneficial information with faculty, staff, and administrators in the area of technology.	Technology	01/04/2016	12/16/2016	$0	Technology Coordinator, Technology Resource Teachers, Teachers

Technology Training	Continue student, parent, faculty, staff, and administrator training and support of Google Docs-Slides-Sheets, Microsoft Office, Kidpix, and new acquisitions.	Technology	01/04/2016	12/16/2016	$0	Technology Coordinator, Technology Resource Teachers, Teachers
Pass-On Portfolios	Teachers, in conjunction with administrators, will analyze the pass-on portfolios of their incoming students in order to determine the needs and levels of their students' writing prior to the beginning of the 2016-17 school year.	Academic Support Program	01/04/2016	12/16/2016	$0	Principal/Designee Teachers
ECE Writing Samples	ECE teachers will meet with grade level PLCs to discuss the ECE writing samples.	Academic Support Program	01/04/2016	12/16/2016	$0	DOSE ECE Teachers / Regular Program Teachers PLCs
ECE Student Conferences	ECE teachers will conference with ECE students on writing pieces in a co-teaching or resource setting.	Academic Support Program	01/04/2016	12/16/2016	$0	DOSE ECE Teachers / Co-Teacher
OVEC Cadre Meetings	Science and social studies teachers, as well s world languages teachers, will attend OVEC cadre meetings and disseminate this information to their colleagues for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0	Teachers
KDE Mandated Student Growth Goals	State mandated student growth goals will be developed, with samples shared by teachers in their PLCs.	Academic Support Program	01/04/2016	12/16/2016	$0	Teachers
Reading and Math Goals	PLCs will develop reading and math goals based on areas of weakness as determined by KPREP results and MAP scores.	Academic Support Program	01/04/2016	12/16/2016	$500	Teachers
Vertical PLCs	Vertical professional learning communities, centered around subject areas, will periodically convene to share information, activities and curriculum.	Academic Support Program	01/04/2016	12/16/2016	$0	Steve Stewart
7th-8th Grade Writing Review	The LEAPS staff, during Writing class, in conjunction with the 7/8 subject area teachers, will conduct on-demand writing review sessions with 7th and 8th graders. This activity will occur during the students' science class time for 8th graders and during social studies time for 7th graders.	Academic Support Program	01/04/2016	12/16/2016	$0	LEAPS Staff
Software Evaluation	Movement toward increased average combined reading and math scores will occur through the identification and utilization of school technology resources such as Study Island, Compass Learning, Accelerated Reader, etc.	Academic Support Program	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
Information Sharing	Locate, evaluate, curate, and share relevant information regarding technology with faculty, staff, and administrators.	Academic Support Program	01/04/2016	12/16/2016	$0	Technology Staff

Technology Training	Continue student, parent, faculty, staff, and administrator awareness, training, and support of online programs such as Sumdog, Super Star Online, Skoolbo, Mangahigh, Gizmos & Gadgets, Accelerated Math, Study Island and new acquisitions.	Academic Support Program	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
Brigance Assessment	All incoming kindergarten students will be administered the Brigance Developmental Screener to determine their readiness level no more than 15 days prior to the beginning of the 2016-17 school year.	Academic Support Program	08/02/2016	08/26/2016	$0	DOSE, K/1 staff
Kindergarten Readiness	Students that are determined not ready for kindergarten based upon the Brigance Development Screener will be placed in interventions based upon their need.	Academic Support Program	08/08/2016	08/31/2016	$0	Kristy Clark (DOSE)
PLC Discussions	Teachers will meet in grade-level PLC groups weekly and will meet monthly as a school-wide group to discuss consistent instruction and assessment, differentiation, and next steps for instruction through an analysis of student work.	Professional Learning	01/04/2016	12/16/2016	$0	Teachers Principal Asst. Prin.
OVEC Cadre Meetings	Science and social studies teachers will attend OVEC cadre meetings and disseminate this information for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0	Science and Social Studies Teachers
LEAPS Involvement	The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/16/2016	$0	LEAPS Coordinator Teachers
Evidence Analysis	The program review committees will meet regularly to discuss and analyze current evidence utilizing the school committee meeting schedule.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Committee Chairs
Dissemination of Pre-Score Results	The results from the self-audit and pre-score will be shared with teachers on an embedded PD day in order to facilitate any additional evidence gathering that may be necessary.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Coordinator Program Committee Chairs
Pre-Scoring / Self Audit	During the month of January, program review committees will audit one another in one demonstrator as well s pre-score their own program review, with particular attention on written rationales.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Coordinator Program Review Committee Chairs

Fidelity Check	The program review committee will periodically check both the hard copy and digital files for evidence.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Committee Coordinator Program Review Committee Chairs
Program Review Database	A database containing each demonstrator for each program review will be utilized by the program review committees to store their digital evidence, in addition to hard copy evidence held by some committees.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Committee Coordinator Program Review Committee Chairs
Program Review Evidence File	Teachers will place hard evidence in the assigned program review evidence file.	Academic Support Program	01/04/2016	12/16/2016	$0	Program Review Committee Chairs Program Review Committee Coordinator
Developing Capable Young People	Elements from the "Developing Capable Young People" program will be used in classroom guidance sessions.	Behavioral Support Program	01/04/2016	12/16/2016	$0	Counselor
Software Evaluation	Current software will be evaluated for appropriate applications within the school curriculum.	Technology	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
Information Sharing	Locate, evaluate, curate, and share relevant and beneficial information with faculty, staff, and administrators.	Technology	01/04/2016	12/16/2016	$0	Technology Staff, Teachers
Technology Awareness	Continue student, parent, faculty, staff, and administrator awareness, training, and support of CareerReadiness.com, STEM, digital citizenship, EasyTech, Google Apps, Microsoft Office, coding and programming, digital art, digital music composition (Quaver), multimedia presentation, (such as Prezi, Glogster, Animoto, Slides, Padlet, PowerPoint, MovieMaker, and KidPix) as well as new acquisitions.	Technology	01/04/2016	12/16/2016	$0	Technology Staff, Teachers

District Leadership Team	The District Leadership Team will ensure the implementation of the District CEP that is based upon the Kentucky Framework for Teaching by: 1. ensuring all leadership is knowledgeable of TPGES components and expectations, 2. reviewing principal responsibilities within the context of TPGES components and expectations, 3. identifying and allocating time for principals to meet throughout the year for progress and feedback regarding students' growth, professional growth planning, observations, etc., 4. reviewing Peer Observer responsibilities within the context of the PGES framework and expectations, 5. reviewing and recommending human capital and fiscal resource allocations to support teacher effectiveness, and 6. review policy and recommend modifications to procedures currently related to teacher effectiveness.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators
District Professional Learning Plan	A District Professional Learning Plan for TPGES components and expectations that incorporate Professional Learning Communities (PLCs) based upon the following: 1. Kentucky Framework for Teaching (KFT), 2. Observation certification, 3. Self reflection, 4. Student growth goal development 5. Professional growth goal setting based upon self reflection and student need, 6. Student voice, and 7. Effective feedback.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators, Teachers
CIITS Training	On-going training for teachers and principals in the use of CIITS with intentional focus on 1. Educator Development Suite and changes to the system.	Professional Learning	01/04/2016	12/16/2016	$0	Administrators Teachers
Student Growth Goal Development	The development of student growth goals based on student need will be developed by teachers with administrators meeting to discuss teacher-developed student growth goals.	Academic Support Program	01/04/2016	12/16/2016	$0	Administrators Teachers
ISLN Participation	Participants will be involved with ISLN as it pertains to the PGES, to include KDE webcasts.	Professional Learning	01/04/2016	12/16/2016	$0	Administrators Teachers
Results Analysis	Participants will reflect on the implementation of PGES for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, and 3. potential shifts in calendars and schedules regarding the daily use of time, roles and responsibilities for administrators and teacher leaders.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators Teachers

District Leadership Team	The District Leadership Team will refine the implementation plan for PPGES to include 1. ensuring all leadership is knowledgeable of PPGES components and expectations, 2. reviewing principal responsibilities within the context of PPGES components and expectations, 3. review and recommend human capital and fiscal resources allocations to support principal effectiveness, 4. review policy and procedure currently related to principal effectiveness and 5. recommend modifications to policy and procedure to support principal effectiveness.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators
PPGES Module	Completion of PPGES module by all administrative participants.	Professional Learning	01/04/2016	08/05/2016	$0	Administrators
Student Growth Goal Development	Student growth goals will be developed based upon student need along with the corresponding rubric to identify level of success in achieving intermediate goals toward long-range targets of 2016 goals and beyond.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators
Professional Growth Goal Development	Professional growth plans will be developed based upon self reflection and student growth needs.	Professional Learning	01/04/2016	12/16/2016	$0	Administrators
Working Conditions - TELL	The most recent TELL survey data will be presented to the staff and input utilized to identify opportunities for growth in specific areas.	Policy and Process	01/04/2016	12/16/2016	$0	Administrators
PGP Implementation	Professional Growth Plans will be implemented including multiple review points in collaboration with the superintendent.	Professional Learning	01/04/2016	12/16/2016	$0	Superintendent Principal
Observations	A minimum of two observations per year will be completed by the superintendent for the principal to include 1. formative review of success in performance standards, 2. formative review of student growth goal attainment, 3. formative review of PGP implementation, and 4. formative review of supervisor's assessment of working conditions.	Policy and Process	01/04/2016	12/16/2016	$0	Superintendent Principal
Research Review	A review of research centered on leadership effectiveness will be conducted.	Professional Learning	01/05/2015	12/18/2015	$0	Supt. Principal
Classroom Visitation Schedule	Informal classroom walkthroughs beyond the formal scheduled observations will be conducted.	Policy and Process	01/04/2016	12/16/2016	$0	Principal Asst. Principal
Monitoring Plan Analysis	A reflection of the process and an analysis of PGES data will be conducted for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, 3. potential shifts in calendars and schedules as well as 4. roles and responsibilities for administrators.	Policy and Process	01/04/2016	12/16/2016	$0	Superintendent Principal
Anchorage School Kindergarten Summer Program	Anchorage School will host incoming Kindergarten students in a week long summer camp in order to provide both emotional and academic support in transitioning to elementary school.	Academic Support Program	07/11/2016	08/05/2016	$0	Principal/ designee, Kindergarten staff
				Total	$9036	

KDE Needs Assessment

Introduction

The purpose of the School District (system) 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?

Utilizing the School Report Card 2015 KPREP data, the Anchorage Public School administrative team, with input from the teaching staff, analyzed the data for our K-8 school. Data and information were analyzed to identify areas of strength as well as areas that require intervention in order to raise student achievement over all. Attention was given to areas requiring intervention for a reduction in the number of students performing at the novice level. Further focus was placed on our "gap" information in order to ascertain subgroups of students who are struggling, as well as areas of weakness overall. Our gaps are at both the elementary and middle school levels in math and reading/language arts with attention to writing. The achievement results of the students on the 2015 KPREP were cross-referenced with the achievement results found on the universal screener, MAP, in order to further breakdown the needs of the students.   In addition, results from TELL survey, Program Review scores, College Career Readiness information (as applicable for middle school only) were examined. Professional development as it relates to the data was also examined.

Some of the questions that have been put forth are:

Upon identifying students who fall in the novice category in specific test areas, as well as "Gap" students, what interventions are in place for these students both within the classroom as well as in our LEAPS (learning enrichment) Program?

What strategies and activities within the writing, reading and math goals will make the most impact on the success of the student when taking the next KPREP test?

What activities and PD will impact the teaching and learning our students?

What further activities can take place in order the maintain the scores on the Program Reviews?

With regard to College/Career Readiness, which activities need to continue, as well as be explored for initiation?

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?

Anchorage has maintained the classification of a Distinguished School/District in the state, with accountability percentiles of 98% for both the elementary and middle schools. The percentage of students scoring proficient or distinguished in language mechanics in the middle school increased by 10.6%, and the elementary students in this same area increased by 4.1%. Elementary students scoring proficient or distinguished in reading rose 5.3%. There was a very slight increase in proficient or distinguished scores in middles school writing. The fore-mentioned areas will continue the current programming, focusing on making further gains. A school wide emphasis on writing will continue. Program Review scores in all areas received the maximum score of 100. The areas of the Program Review: Arts and Humanities, Practical Living/Career Studies, K-3 Programs, and Writing will continue to collect and examine evidence for all demonstrators in order to maintain these scores. Among the strengths noted by both teachers and administrators is the active participation of parents in our school community, helping to propel the school consistently toward success.

Opportunities for Improvement

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

Examination of the data indicates that one of the main areas that requires improvement is writing. Although the percentage of middle school students performing at the Proficient / Distinguished level rose by a fraction of a percentage, the percentage of elementary students performing at the Proficient/Distinguished level fell by 4.4%. Both elementary and middle school writing scores indicated the need for focus in this area. (66.1% Elementary students and 67.9% Middles School Students scored at the Proficient / Distinguished level.) A school wide initiative continues in this area with on-demand style writings completed by the students on a regular basis, scored by teacher PLCs as well as administrative staff. De-briefing with teachers is done upon completion. Consistency of rubrics, writing systems and writing language is utilized. The percentage of students who scored Proficient/Distinguished scores in Middle School Social Studies, Mathematics, and Reading fell by 8.3%, 9.4% and 7.7% respectively. Elementary students scoring Proficient/Distinguished in Mathematics, Social Studies fell 2.1% respectively. Attention has been given to the identification of students who fell in the novice as well as the apprentice range. Interventions, whether within the classroom or in the LEAPS program, are identified to assist the students in improving in all areas in which they have been identified. Administrative staff visits with teachers during their PLC meetings in order to support the focus on continuous improvement, as well as monitoring the progress of activities appropriate to that grade level or course.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The monitoring process will begin with the principal, school administrative team and school council focusing on highlights of the previous year's strengths and weaknesses and continuing with a proposed plan for improvement during this school year. Throughout the year, the superintendent will visit as a part of the Principal's Professional Effectiveness System to observe and discuss areas of growth and offer support where needed. The admin team meets bi-monthly to continue professional learning with peers and present and receive feedback around the school's growth or needs. The superintendent, principal and AP meet weekly to create, implement and monitor a specific action plan to increase student achievement.

Conclusion

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

The next steps have been discussed in the previous sections. There is a school-wide focus on writing, with consistent use of writing language, systems, and rubrics, as well as grade level on-demand writing practice. The school utilizes the existing data from our universal screener, MAP, and cross-references those student scores with KPREP student scores in order to identify student strengths and weaknesses. From there interventions are delivered within the classroom or in the LEAPS program (learning enrichment / intervention). Administrative scoring of writing, as well as teacher scoring, is taking place. Also, administrative staff attends PLC grade level meetings in order to keep the focus on the areas of concern, including student intervention and enrichment. Professional development is being designed to meet the needs of staff in order to enrich their skills in specific areas, such as writing. An in-school audit of Program Reviews will take place to ensure that evidence gathered continues to meet the distinguished score.

Compliance and Accountability - Districts

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 district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

All students at Anchorage Public School will become proficient writers.

Measurable Objective 1:

A 10% increase of Fifth, Sixth and Eighth grade students will demonstrate a proficiency level in the area of on-demand writing in English Language Arts by 05/31/2016 as measured by 2016 K-PREP.

Strategy1:

Analysis of Student Work - An analysis of student progress on on-demand work samples will be conducted at all grade levels.

Category: Continuous Improvement

Research Cited:

Activity - Blind Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodically throughout the year, the principal/designee will work in collaboration with teachers to blind score on-demand writing responses, analyze student progress, and determine next steps.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Principal Teachers

Activity - Administrative Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will attend Professional Learning Community (PLC) meetings, as needed, to monitor their progress and discuss utilization of proficient writing samples.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Principal Asst. Prin.

Activity - Grade-Level Trimester Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least once per trimester in grade levels (K-1, 2-3, 4-5, 6-8) to analyze student work and to determine what skills need to be addressed.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	All Grade Level Teachers

Activity - 7th-8th Writing Professional Learning Community (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 7th-8th grade writing PLC will continue their meetings in order for teachers to become more familiar with on-demand expectations and student work.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	7/8 Teacher Team

Activity - Professional Development/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the professional development learning opportunities provided by CIITS, local offerings, (Louisville Writing Project) and the district Educational Cooperative (OVEC).	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers Principal Asst. Prin. Instructional Program Coordinator

Activity - Student Work Analysis/Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct feedback will be provided to the students through individual teacher/student conferencing, utilizing state released examples are benchmarks.	Direct Instruction	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers

Activity - On-Demand Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Outside facilitators from the district educational cooperative and/or locally contracted person(s) will conduct on-demand writing workshop.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	All Teachers, Administrative Staff

Strategy2:

Writing Organizer for All Grades - The writing organizer will be utilized at the elementary level. Middle school will continue to use the CAPO

(Claim/Topic, Audience, Purpose, Outline) organizer.

Category: Learning Systems

Research Cited:

Activity - CAPO Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review and new teachers to Anchorage will learn the CAPO pre-writing strategy for 2nd - 8th graders.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers, Administrators, Teacher Mentor

Activity - Unpacking the Prompt	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will dissect/unpack released prompts, texts, and teacher-created prompts to ensure students learn how to respond to on-demand questions.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers

Activity - Modeling of Writing Organizer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will model the FAP organizer in elementary and the CAPO organizer in middle school in language arts as they address the on-demand prompts in their classroom instruction.	Direct Instruction	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative Team will score selected on-demand student responses and provide feedback to the teachers.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	DAC

Strategy3:

Administrative K-PREP Data Analysis - The administrative team will meet to analyze the results from the 2016 K-PREP assessment relative to writing as well as the other content areas.

Category: Continuous Improvement

Research Cited:

Activity - K-PREP Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the Anchorage Public School administrative team will meet to analyze the data from the School Report Card based upon the 2016 K-PREP data to determine areas where improvement is needed in order for all students to become proficient writers. The other assessed content areas will be analyzed as well.	Academic Support Program	09/07/2016	09/28/2016	$0 - No Funding Required	All Administrative Staff

Activity - Teacher Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative staff will meet with teachers during their embedded professional development (PD) time to present the results of the data analysis of the 2016 K-PREP scores. These meetings will include a discussion of areas where the students experienced success as well as areas that need improvement.	Academic Support Program	09/19/2016	10/17/2016	$0 - No Funding Required	Principal/Designee All Teachers

Activity - Teacher Data Review Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during their PLC (Professional Learning Community) meetings to review the latest student assessment data and determine plans of action based upon this data.	Academic Support Program	01/04/2016	12/30/2016	$0 - No Funding Required	All Teachers

Strategy4:

Proficiency Modeling - Various delivery models and techniques will be utilized by teachers in order for students to understand what proficient work looks like.

Category: Continuous Improvement

Research Cited:

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop student growth goals for 2016 utilizing TPGES.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Principal Asst. Prin. All Teachers

Activity - Posting Proficient Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and refer to of proficient work samples in their classrooms and/or provide samples of proficient work to their students.	Direct Instruction	01/04/2016	12/16/2016	$0 - No Funding Required	All Teachers

Activity - Proficient Work Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine and provide models of proficient work to the students. This could also include the teacher providing writing checklists and writing rubrics to the students.	Direct Instruction	01/04/2016	12/16/2016	$0 - No Funding Required	All Teachers

Activity - Administrative Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As part of their informal walkthroughs/observations and formal observations, administrators will check for the posting of proficient work samples and reference to proficient student work in the classroom.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Principal Asst. Prin. All Teachers

Activity - Student Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will score samples of on-demand writing.	Direct Instruction	01/04/2016	12/16/2016	$0 - No Funding Required	All Teachers

Strategy5:

Determination of Students' Writing Levels/Needs - Pass-on portfolios for determining student performance levels will be utilized by teachers in transition meetings so the receiving teachers will become aware of the students' writing levels and needs prior to the beginning of the new school year.

Category: Continuous Improvement

Research Cited:

Activity - Pass-On Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, in conjunction with administrators, will analyze the pass-on portfolios of their incoming students in order to determine the needs and levels of their students' writing prior to the beginning of the 2016-17 school year.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Principal/Designee Teachers

Strategy6:

Technology - School technology resources will be identified and utilized to facilitate movement toward student writing proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Information Sharing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate, evaluate, curate, and share relevant and beneficial information with faculty, staff, and administrators in the area of writing.	Technology	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Coordinator, Technology Resource Teachers, Teachers

Activity - Software Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Current software will be evaluated for appropriate applications, as well as new software being explored	Technology	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Coordinator, Technology Resource Teachers, Teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue student, parent, faculty, staff, and administrator training and support of Google Docs-Slides-Sheets, Microsoft Office, Kidpix, and new acquisitions.	Technology	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Coordinator, Technology Resource Teachers, Teachers

Measurable Objective 2:

10% of Students with Disabilities students will demonstrate a proficiency increase for on-demand protions of the KPREP   in Writing by

05/31/2016 as measured by K-PREP.

Strategy1:

Professional Learning - Teachers will be provided on-demand writing training, as well as proficient on-demand samples.

Category: Professional Learning & Support

Research Cited:

Activity - ECE Student Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will conference with ECE students on writing pieces in a co-teaching or resource setting.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	DOSE ECE Teachers / Co-Teacher

Activity - ECE Writing Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will meet with grade level PLCs to discuss the ECE writing samples.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	DOSE ECE Teachers / Regular Program Teachers PLCs

Goal 2:

Increase the average combined reading and math scores.

Measurable Objective 1:

collaborate to maintain at least a proficiency level in the average combined reading and math scores for ELEMENTARY students of 90.1% through 2018 and from 92.3% to 94.9% in 2018 (.4% annually) for MIDDLE school students by 05/31/2016 as measured by K-PREP assessment..

Strategy1:

On-Demand Writing Review - A member of the LEAPS staff will conduct review sessions with 7th and 8th graders during their Writing LEAPS class time and social studies time for 7th graders.

Category: Continuous Improvement

Research Cited:

Activity - 7th-8th Grade Writing Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAPS staff, during Writing class, in conjunction with the 7/8 subject area teachers, will conduct on-demand writing review sessions with 7th and 8th graders. This activity will occur during the students' science class time for 8th graders and during social studies time for 7th graders.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	LEAPS Staff

Strategy2:

Kindergarten Readiness - The readiness of new kindergarten students will be determined prior to the opening of school.

Category: Early Learning

Research Cited:

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be administered the Brigance Developmental Screener to determine their readiness level no more than 15 days prior to the beginning of the 2016-17 school year.	Academic Support Program	08/02/2016	08/26/2016	$0 - No Funding Required	DOSE, K/1 staff

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are determined not ready for kindergarten based upon the Brigance Development Screener will be placed in interventions based upon their need.	Academic Support Program	08/13/2015	12/18/2015	$0 - No Funding Required	Kristy Clark (DOSE)

Activity - Anchorage School Kindergarten Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Anchorage School will host incoming Kindergarten students in a week long summer camp in order to provide both emotional and academic support in transitioning to elementary school.	Academic Support Program	07/11/2016	08/05/2016	$0 - District Funding	Principal/ designee, Kindergarten staff

Strategy3:

Assessments Formative / Summative - Teachers will use formative and summative assessments to analyze student progress to determine

identification and intervention services.

Category: Continuous Improvement

Research Cited:

Activity - Reading and Math Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will develop reading and math goals based on areas of weakness as determined by KPREP results and MAP scores.	Academic Support Program	01/04/2016	12/16/2016	$500 - General Fund	Teachers

Activity - LEAPS Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAPS (Learning Enrichment Anchorage Public School) staff administers a universal screener MAP (Measure of Academic Progress) three times a school year, analyzes the results and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to assist in the design and implementation of differentiated instruction in order to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As part of the RTI (Response To Intervention), AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/30/2016	$8536 - Title I Part A	LEAPS Staff Teachers

Activity - OVEC Cadre Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers, as well s World Languages teachers, will attend OVEC cadre meetings and disseminate this information to their colleagues for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers

Activity - Vertical PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical professional learning communities, centered around subject areas, will periodically convene to share information, activities and curriculum.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Steve Stewart

Activity - PLC Discussions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade-level PLC groups and also will meet monthly as a school-wide group to discuss consistent instruction, assessment, differentiation, and next steps in instruction through an analysis of student work.	Professional Learning	01/04/2016	12/30/2016	$0 - No Funding Required	Teachers Principal Asst. Prin.

Activity - KDE Mandated Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State mandated student growth goals will be developed, with samples shared by teachers in their PLCs.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers

Strategy4:

Technology Support and Training - The average combined reading and math scores will be increased through the identification and utilization of school technology resources, technology integration and software.

Category: Professional Learning & Support

Research Cited:

Activity - Software Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Movement toward increased average combined reading and math scores will occur through the identification and utilization of school technology resources such as Study Island, Compass Learning, Accelerated Reader, etc.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Staff, Teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue student, parent, faculty, staff, and administrator awareness, training, and support of online programs such as Sumdog, Super Star Online, Skoolbo, Mangahigh, Gizmos & Gadgets, Accelerated Math, Study Island and new acquisitions.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Staff, Teachers

Activity - Information Sharing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate, evaluate, curate, and share relevant information regarding technology with faculty, staff, and administrators.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Staff

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group, and reduce novice scores by 50% over the next five years.

Measurable Objective 1:

demonstrate a proficiency increase in the average combined reading and math scores for ELEMENTARY students in the non-duplicated gap group from 67.5% to 79.7% through 2018-19 or 3.05% annually by 05/31/2016 as measured by K-PREP assessment.

Strategy1:

Formative and Summative Assessments - Teachers will use formative and summative assessments to analyze student progress to determine identification and services.

Category: Human Capital Management

Research Cited:

Activity - LEAPS Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPs staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	LEAPS Coordinator/ Teachers

Activity - PLC Discussions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade-level PLC groups weekly and will meet monthly as a school-wide group to discuss consistent instruction and assessment, differentiation, and next steps for instruction through analysis of student work.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers Principal Asst. Prin.

Activity - OVEC Cadre Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers will attend OVEC cadre meetings and disseminate this information for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Science and Social Studies Teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math scores for MIDDLE school students in the non-duplicated gap group from at least 80.6% to 89.2% through 2018-19 (2.25 increase per year) by 05/31/2016 as measured by the 2016 K-PREP assessment   .

Strategy1:

Formative + Summative Assessments - Teachers will use formative and summative assessments to analyze student progress to determine identification and services.

Category: Continuous Improvement

Research Cited:

Activity - OVEC Cadre Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science and social studies teachers will attend OVEC cadre meetings and disseminate this information for possible inclusion in their classrooms.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Science and Social Studies Teachers

Activity - PLC Discussions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in grade-level PLC groups weekly and will meet monthly as a school-wide group to discuss consistent instruction and assessment, differentiation, and next steps for instruction through an analysis of student work.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Teachers Principal Asst. Prin.

Activity - LEAPS Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	LEAPS Coordinator Teachers

Goal 4:

Increase or maintain proficient or distinguished scores on all program reviews in the areas identified on the 2016 program reviews.

Measurable Objective 1:

demonstrate a proficiency score on 100% of those demonstrators deemed as "needs improvement" by 05/31/2016 as measured by the 2016 program review assessment.

Strategy1:

Demonstrator Evidence for Program Reviews - Evidence for each demonstrator will be discussed with the committees and teachers.

Examples will be given and stored either in hard copy or digital form.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Evidence File	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place hard evidence in the assigned program review evidence file.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Program Review Committee Chairs Program Review Committee Coordinator

Activity - Fidelity Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The program review committee will periodically check both the hard copy and digital files for evidence.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Program Review Committee Coordinator Program Review Committee Chairs

Activity - Program Review Database	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A database containing each demonstrator for each program review will be utilized by the program review committees to store their digital evidence, in addition to hard copy evidence ehld by some committees.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Program Review Committee Coordinator Program Review Committee Chairs

Strategy2:

Demonstrator Targeting - Each program review committee will target the "needs improvement" demonstrators from the 2015 assessment and plan for an increase in scoring on the 2016 Program Review.

Category: Continuous Improvement

Research Cited:

Activity - Evidence Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The program review committees will meet regularly to discuss and analyze current evidence utilizing the school committee meeting schedule.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Program Review Committee Chairs

Activity - Pre-Scoring / Self Audit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the month of January, program review committees will audit one another in one demonstrator as well s pre-score their own program review, with particular attention on written rationales.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Program Review Coordinator Program Review Committee Chairs

Activity - Dissemination of Pre-Score Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The results from the self-audit and pre-score will be shared with teachers on an embedded PD day in order to facilitate any additional evidence gathering that may be necessary.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Program Review Coordinator Program Committee Chairs

Goal 5:

Increase the percentage of students who are college and career ready, as mesured by the 2016 KPREP reading and mathematics scores.

Measurable Objective 1:

100% of Eighth grade students will demonstrate a proficiency level at attaining the skills and information necessary for successful transition to high school as well as College and Career Readiness in Career & Technical by 05/31/2016 as measured by their ILP completion and 2016 KPREP scores in reading and mathematics..

Strategy1:

ILP Development/Completion - Students in grades six through eight will complete their ILPs to include the following: career interests, personal strengths, learning style inventory, college and careers research, extra-curricular activities log, and long and short-term personal goals, utilizing the Career Cruising online program provided by KDE.

Category: Career Readiness Pathways

Research Cited:

Activity - 8th Grader Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eighth grade students will conference with community and/or school personnel regarding career and college interests, high school transition and short and long term goals, as gleaned from their ILPs.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Counselor

Activity - Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The interest and learning style inventory results will be shared and discussed with students and middle school teachers. Parents will be provided access to the ILP.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Counselor

Strategy2:

Developing Capable Young People - Age appropriate activities and curricula that dove-tails with the school-wide "Developing Capable Young People" program will be utilized during classroom guidance for all grade levels.

Category: Career Readiness Pathways

Research Cited:

Activity - Developing Capable Young People	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elements from the "Developing Capable Young People" program will be used in classroom guidance sessions.	Behavioral Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Counselor

Strategy3:

Better Use of Technology - In order to facilitate movement toward college and career readiness, school technology resources will be identified, utilized and integrated into all curricular areas.

Category: Continuous Improvement

Research Cited:

Activity - Information Sharing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate, evaluate, curate, and share relevant and beneficial information with faculty, staff, and administrators.	Technology	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Staff, Teachers

Activity - Software Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Current software will be evaluated for appropriate applications within the school curriculum.	Technology	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Staff, Teachers

Activity - Technology Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue student, parent, faculty, staff, and administrator awareness, training, and support of CareerReadiness.com, STEM, digital citizenship, EasyTech, Google Apps, Microsoft Office, coding and programming, digital art, digital music composition (Quaver), multimedia presentation, (such as Prezi, Glogster, Animoto, Slides, Padlet, PowerPoint, MovieMaker, and KidPix) as well as new acquisitions.	Technology	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Staff, Teachers

Strategy4:

Classroom Guidance Activities - All students at the middle school level will participate in classroom guidance activities that promote 21st

century skills.

Category: Career Readiness Pathways

Research Cited:

Activity - "Get Set"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sixth graders will take part in the "Get Set" series through classroom guidance activities, enhancing their ability to be successful in idle school and their transition to high school.	Career Preparation/ Orientation	01/04/2016	12/16/2016	$0 - No Funding Required	Counselor

Goal 6:

Increase student learning by ensuring that each student is taught by an effective teacher and the school/district is led by effective

administrators.

Measurable Objective 1:

collaborate to ensure 100% of teachers are updated regarding TPGES by 12/16/2016 as measured by completion and implementation of the

reports received from KDE.

Strategy1:

Framework for Teacher (Teachers) - All faculty members will understand the Kentucky Framework for Teaching (KFT) including the four performance levels within KFT, the three-step systematic observation process used within TPGES, and how reflection and growth planing is connected to improved educator effectiveness.

Category: Teacher PGES

Research Cited:

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team will ensure the implementation of the District CEP that is based upon the Kentucky Framework for Teaching by: 1. ensuring all leadership is knowledgeable of TPGES components and expectations, 2. reviewing principal responsibilities within the context of TPGES components and expectations, 3. identifying and allocating time for principals to meet throughout the year for progress and feedback regarding students' growth, professional growth planning, observations, etc., 4. reviewing Peer Observer responsibilities within the context of the PGES framework and expectations, 5. reviewing and recommending human capital and fiscal resource allocations to support teacher effectiveness, and 6. review policy and recommend modifications to procedures currently related to teacher effectiveness.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators

Activity - Results Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will reflect on the implementation of PGES for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, and 3. potential shifts in calendars and schedules regarding the daily use of time, roles and responsibilities for administrators and teacher leaders.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators Teachers

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The development of student growth goals based on student need will be developed by teachers with administrators meeting to discuss teacher-developed student growth goals.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators Teachers

Activity - ISLN Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will be involved with ISLN as it pertains to the PGES, to include KDE webcasts.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators Teachers

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District Professional Learning Plan for TPGES components and expectations that incorporate Professional Learning Communities (PLCs) based upon the following: 1. Kentucky Framework for Teaching (KFT), 2. Observation certification, 3. Self reflection, 4. Student growth goal development 5. Professional growth goal setting based upon self reflection and student need, 6. Student voice, and 7. Effective feedback.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators, Teachers

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training for teachers and principals in the use of CIITS with intentional focus on 1. Educator Development Suite and changes to the system.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators Teachers

Measurable Objective 2:

collaborate to ensure all administrators are updated in PGES by by 08/05/2016 as measured by the completion and implementation of the training.

Strategy1:

Framework for Teaching (Administrators) - All faculty members will understand the Kentucky Framework for Teaching (KFT) including the four performance levels within KFT, the three-step systematic observation process used within TPGES, and how reflection and growth planning is connected to improved educator effectiveness. The principal and superintendent will additionally understand how to effectively utilize the PPGES system to drive continuous growth and progress.

Category: Professional Learning & Support

Research Cited:

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A minimum of two observations per year will be completed by the superintendent for the principal to include 1. formative review of success in performance standards, 2. formative review of student growth goal attainment, 3. formative review of PGP implementation, and 4. formative review of supervisor's assessment of working conditions.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Superintendent Principal

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student growth goals will be developed based upon student need along with the corresponding rubric to identify level of success in achieving intermediate goals toward long-range targets of 2016 goals and beyond.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators

Activity - Monitoring Plan Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reflection of the process and an analysis of PGES data will be conducted for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, 3. potential shifts in calendars and schedules as well as 4. roles and responsibilities for administrators.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Superintendent Principal

Activity - Classroom Visitation Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informal classroom walkthroughs beyond the formal scheduled observations will be conducted.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Principal Asst. Principal

Activity - PGP Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Growth Plans will be implemented including multiple review points in collaboration with the superintendent.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Superintendent Principal

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team will refine the implementation plan for PPGES to include 1. ensuring all leadership is knowledgeable of PPGES components and expectations, 2. reviewing principal responsibilities within the context of PPGES components and expectations, 3. review and recommend human capital and fiscal resources allocations to support principal effectiveness, 4. review policy and procedure currently related to principal effectiveness and 5. recommend modifications to policy and procedure to support principal effectiveness.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators

Activity - PPGES Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of PPGES module by all administrative participants.	Professional Learning	01/04/2016	08/05/2016	$0 - No Funding Required	Administrators

Activity - Professional Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional growth plans will be developed based upon self reflection and student growth needs.	Professional Learning	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators

Activity - Working Conditions - TELL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The most recent TELL survey data will be presented to the staff and input utilized to identify opportunities for growth in specific areas.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators

Goal 7:

Increase student learning by ensuring that each student is taught by an effective teacher and the school/district is led by effective administrators.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 collaborate to ensure all administrators are updated in PGES in English Language Arts by 08/07/2015 as measured by the completion and implementation of the training.

Strategy1:

Framework for Teaching (Administrators) - All faculty will understand the Kentucky Framework for Teaching (KFT) including the four performance levels within KFT, the three-step systematic observation process used within TPGES, and how reflection and growth planning is connected to improved educator effectiveness. The principal and superintendent will additionally understand how to effectively utilize the PPGES system to drive continuous growth and progress.

Category: Professional Learning & Support

Research Cited:

Activity - Research Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A review of research centered on leadership effectiveness will be conducted.	Professional Learning	01/05/2015	12/18/2015	$0 - No Funding Required	Supt. Principal

Activity - Monitoring Plan Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reflection of the process and an analysis of PGES data will be conducted for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, 3. potential shifts in calendars and schedules as well as 4. roles and responsibilities for administrators.	Policy and Process	01/05/2015	12/18/2015	$0 - No Funding Required	Supt. Principal

Activity - Professional Growth Plan Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional growth plans will be developed based upon self reflection and student growth needs.	Professional Learning	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators

Activity - Working Conditions Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A working conditions goal will be developed based upon the most recent TELL survey data with corresponding rubric to identify the level of success in achieving intermediate goals toward long-range targets.	Policy and Process	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A minimum of two observations per year will be completed by the superintendent for the principal to include 1. formative review of success in performance standards, 2. formative review of student growth goal attainment, 3. formative review of PGP implementation, and 4. formative review of supervisor's assessment of working conditions.	Policy and Process	01/05/2015	12/18/2015	$0 - No Funding Required	Supt. Principal

Activity - Classroom Visitation Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informal classroom walkthroughs beyond the formal scheduled observations will be conducted.	Policy and Process	01/05/2015	12/18/2015	$0 - No Funding Required	Principal Asst. Prin.

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student growth goals will be developed based upon student need along with the corresponding rubric to identify level of success in achieving intermediate goals toward long-range targets of 2015 goals and beyond.	Policy and Process	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators

Activity - PPGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of PPGES PD 360 module by all administrative participants.	Professional Learning	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators

Activity - PGP Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Growth Plans will be implemented including multiple review points in collaboration with the superintendent.	Professional Learning	01/05/2015	12/18/2015	$0 - No Funding Required	Supt. Principal

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The existing District Leadership Team will refine the implementation plan for PPGES for 2015-16 statewide implementation to include 1. ensuring all leadership is knowledgeable of PPGES components and expectations, 2. reviewing principal responsibilities within the context of PPGES; components and expectations, 3. review and recommend human capital and fiscal resources allocations to support principal effectiveness 4. review policy and procedure currently related to principal effectiveness and 5. recommend modifications to policy and procedure to support principal effectiveness.	Policy and Process	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, 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 collaborate to ensure all teachers are updated regarding TPGES in English Language Arts by 08/21/2015 as measured by the completion and implementation of the updates received from training.

Strategy1:

Framework for Teaching (Teachers) - All faculty will understand the Kentucky Framework for Teaching (KFT) including the four performance levels within KFT, the three-step systematic observation process used within TPGES, and how reflection and growth planning is connected to improved educator effectiveness.

Category: Teacher PGES

Research Cited:

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The development of 2015-16 student growth goals based on student need will be developed by teachers and administrators meeting to discuss teacher-developed student growth goals.	Academic Support Program	01/05/2015	12/18/2015	$0 - No Funding Required	Principal/Designee Teachers

Activity - Lync Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of selected TPGES Lync sessions for all new teachers and KET peer observation module for teachers serving as peer observers.	Professional Learning	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators Teachers

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team will ensure the implementation of the District CEP which is based upon the Kentucky Framework for Teaching by: 1. ensuring all leadership is knowledgeable of TPGES components and expectations, 2. reviewing principal responsibilities within the context of TPGES components and expectations, 3. identifying and allocating time for principals to meet throughout the year for progress and feedback regarding students growth, professional growth planning, observations, etc., 4. reviewing Peer Observer responsibilities within the context of the PGES framework and expectations, 5. reviewing and recommending human capital and fiscal resource allocations to support teacher effectiveness, and 6. review policy and recommend modifications to procedures currently related to teacher effectiveness.	Policy and Process	01/05/2015	08/21/2015	$0 - No Funding Required	Administrators Teachers

Activity - District Professional Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District Professional Learning Plan for TPGES components and expectations that incorporate Professional Learning Communities (PLCs) based upon the following: 1. Kentucky Framework for Teaching, 2. Observation Certification, 3. Self-reflection, 4. Student Growth Goal Development, 5. Professional Growth Goal Setting based upon self reflection and student need, 6. Student Voice, and 7. Effective feedback.	Policy and Process	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators Teachers

Activity - ISLN Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will be involved with ISLN as it pertains to the PGES to include KDE webcasts.	Professional Learning	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators Teachers

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training for teachers and principals in the use of CIITS with intentional focus on 1. Educator Development Suite, 2. PD360, and 3. changes to the system.	Professional Learning	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators Teachers

Activity - Results Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will reflect on the implementation of PGES for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, and 3. potential shifts in calendars and schedules regarding the daily use of time, roles and responsibilities for administrators and teacher leaders.	Policy and Process	01/05/2015	12/18/2015	$0 - No Funding Required	Administrators Teachers

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

All students at Anchorage Public School will become proficient writers.

Measurable Objective 1:

A 10% increase of Fifth, Sixth and Eighth grade students will demonstrate a proficiency level in the area of on-demand writing in English Language Arts by 05/31/2016 as measured by 2016 K-PREP.

Strategy1:

Administrative K-PREP Data Analysis - The administrative team will meet to analyze the results from the 2016 K-PREP assessment relative to writing as well as the other content areas.

Category: Continuous Improvement

Research Cited:

Activity - Teacher Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative staff will meet with teachers during their embedded professional development (PD) time to present the results of the data analysis of the 2016 K-PREP scores. These meetings will include a discussion of areas where the students experienced success as well as areas that need improvement.	Academic Support Program	09/19/2016	10/17/2016	$0 - No Funding Required	Principal/Designee All Teachers

Goal 2:

Increase the average combined reading and math scores.

Measurable Objective 1:

collaborate to maintain at least a proficiency level in the average combined reading and math scores for ELEMENTARY students of 90.1% through 2018 and from 92.3% to 94.9% in 2018 (.4% annually) for MIDDLE school students by 05/31/2016 as measured by K-PREP assessment..

Strategy1:

Technology Support and Training - The average combined reading and math scores will be increased through the identification and utilization of school technology resources, technology integration and software.

Category: Professional Learning & Support

Research Cited:

Activity - Information Sharing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate, evaluate, curate, and share relevant information regarding technology with faculty, staff, and administrators.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Technology Staff

Strategy2:

Assessments Formative / Summative - Teachers will use formative and summative assessments to analyze student progress to determine

identification and intervention services.

Category: Continuous Improvement

Research Cited:

Activity - Vertical PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical professional learning communities, centered around subject areas, will periodically convene to share information, activities and curriculum.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Steve Stewart

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group, and reduce novice

scores by 50% over the next five years.

Measurable Objective 1:

collaborate to increase the average combined reading and math scores for MIDDLE school students in the non-duplicated gap group from at

least 80.6% to 89.2% through 2018-19 (2.25 increase per year) by 05/31/2016 as measured by the 2016 K-PREP assessment   .

Strategy1:

Formative + Summative Assessments - Teachers will use formative and summative assessments to analyze student progress to determine

identification and services.

Category: Continuous Improvement

Research Cited:

Activity - LEAPS Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAPS staff administers a universal screener (MAP/Measures of Academic Progress) and then analyzes and distributes results to teachers, administrators, and parents for all students K-8. LEAPS staff meets regularly with grade-level teams to design and implement a differentiated instructional program to meet the needs/strengths of all students. This instruction includes research-based, teacher-designed, and/or technology supported programs. As a part of the RTI, AIMSweb is used as a progress monitoring tool on a bi-weekly basis. LEAPS staff and grade-level teams collaborate to establish goals with each student.	Academic Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	LEAPS Coordinator Teachers

Goal 4:

Increase the percentage of students who are college and career ready, as mesured by the 2016 KPREP reading and mathematics scores.

Measurable Objective 1:

100% of Eighth grade students will demonstrate a proficiency level at attaining the skills and information necessary for successful transition to high school as well as College and Career Readiness in Career & Technical by 05/31/2016 as measured by their ILP completion and 2016 KPREP scores in reading and mathematics..

Strategy1:

Developing Capable Young People - Age appropriate activities and curricula that dove-tails with the school-wide "Developing Capable Young People" program will be utilized during classroom guidance for all grade levels.

Category: Career Readiness Pathways

Research Cited:

Activity - Developing Capable Young People	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elements from the "Developing Capable Young People" program will be used in classroom guidance sessions.	Behavioral Support Program	01/04/2016	12/16/2016	$0 - No Funding Required	Counselor

Goal 5:

Increase student learning by ensuring that each student is taught by an effective teacher and the school/district is led by effective administrators.

Measurable Objective 1:

collaborate to ensure all administrators are updated in PGES by by 08/05/2016 as measured by the completion and implementation of the training.

Strategy1:

Framework for Teaching (Administrators) - All faculty members will understand the Kentucky Framework for Teaching (KFT) including the four performance levels within KFT, the three-step systematic observation process used within TPGES, and how reflection and growth planning is connected to improved educator effectiveness. The principal and superintendent will additionally understand how to effectively utilize the PPGES system to drive continuous growth and progress.

Category: Professional Learning & Support

Research Cited:

Activity - Working Conditions - TELL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The most recent TELL survey data will be presented to the staff and input utilized to identify opportunities for growth in specific areas.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators

Measurable Objective 2:

collaborate to ensure 100% of teachers are updated regarding TPGES by 12/16/2016 as measured by completion and implementation of the reports received from KDE.

Strategy1:

Framework for Teacher (Teachers) - All faculty members will understand the Kentucky Framework for Teaching (KFT) including the four performance levels within KFT, the three-step systematic observation process used within TPGES, and how reflection and growth planing is connected to improved educator effectiveness.

Category: Teacher PGES

Research Cited:

Activity - Results Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participants will reflect on the implementation of PGES for the purpose of 1. identifying professional learning needs, 2. evaluating fiscal and human resource needs, and 3. potential shifts in calendars and schedules regarding the daily use of time, roles and responsibilities for administrators and teacher leaders.	Policy and Process	01/04/2016	12/16/2016	$0 - No Funding Required	Administrators Teachers

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes	The school conducted a comprehensive needs assessment, which included a review by all stakeholders (parents, teachers, administrators) of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components. KPREP data, MAP data, SACS and the TELL survey results are utilized and used to help design programs needed. The school has a PTA with a very active parent board. Websites and newsletters are utilized.	

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	The Anchorage website is update regularly. The school and district plans are the same and are available on the website.	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes	The school planned strategies to recruit and retain highly qualified teachers. We have a stringent hiring procedure in place to ensure we recruit and retain highly qualified teachers. The district utilizes TPGES in order to maintain the high level of teaching.	

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes	The school assigns paraprofessionals who meet the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities. All paraprofessionals meet the Title I guidelines for working within an instructional program.	

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes	This is not an issue as all of our teachers are highly qualified.	

Label	Assurance	Response	Comment	Attachment
6.	Our district 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	Professional development is designed school-wide as well as per individual in the area listed under growth. Teachers and principal planned professional development during goal setting meetings. School-wide PD is planned in accordance with state guidelines as well as school need.	

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes	A comprehensive system of hiring is in effect for the hiring of highly qualified teachers.	

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes	The school district maintains the required appropriate financial records for all funding.	

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes	All teachers in this district are highly qualified and classes are smaller than those found in most schools within the state.	

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes	Class size is not an issue in this district.	

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	N/A		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes	Appropriate tracking and identification of purchases are maintained by the finance office. KDE guidelines for disposal of materials is followed.	

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes	A calendar of hours is maintained by personnel paid with federal funds.	

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes	Records are maintained by personnel in our LEAPS program and administrative staff.	

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes	Purchasing procedures outlined by state and federal guidelines are followed.	

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes	An annual evaluation of programs (LEAPS, Reading) takes place.	

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes	This is a one school district.	

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes	This is a one school district. The low-income data is take on one day in the month of May.	

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes	Coordination of information is maintained between the Title I Coordinator and the financial office.	

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes	Child count procedure is advertised as required.	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	N/A	There are no homeless children in this district.	

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	N/A		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes	An active APTA board assists in parent involvement activities through Parent Academy.	

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes	Parent Academies planned by the APTA and guidance counselor, as well as Title I parent enrichment are planned.	

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes	Parents may request a meeting with the superintendent regarding the qualifications of their child's teacher.	

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes	Monthly School Advisory Council, meetings take place. The School Council includes parent and teacher representatives.	

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	N/A	There are no participating private schools in this district.	

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes	All teachers are highly qualified.	

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes	Coordination between the Title II Coordinator, school Principal and Finance Officer take place. Appropriate records are maintained.	

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We are not a District of Innovation.	

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Equitable Access Diagnostic

Introduction

Description

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes	All teachers are HQ not only in certification but are effective in subject(s) taught.	

What are the barriers?

None. All teachers have resources needed.

List the data sources used to identify the barriers.

We look at HQ reports as well as TPGES and walkthrough data.

What are the root causes of those identified barriers?

NA

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

We have some of the best teachers. With the exception of a few needing help with classroom discipline...this is not an issue.

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

We have very few free/reduced lunch students in our school. They are exposed to every experience and teacher that others have access to and they are also some of our high performing students.

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

All students are assigned to highly qualified teachers.

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

Our district posts all positions online through the KDE Jobs site and additionally posts locally as outlined in our board policy. The screening and interview committees use selection criteria that includes addressing student needs.

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

We are fortunate to get some of the best teachers applying for our open positions. We try our best through a long and thoughtful hiring to place a top teacher in every position. We can get as many as twenty plus applicants for one position.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

We have no trouble keeping great teachers. We offer a great salary, an abundance of resources, small class size, leadership opportunities and boast high rates of parent involvement.

Recrucment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

Anchorage has hired a retired teacher to mentor all new teachers (not only first-year teachers, but new to the building). She meets with them twice a month to discuss many topics or strategies. The admin team meets with all new employees twice a year to discuss any issues and to ask specific questions about work climate.

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

We provide an in-house KTIP resource mentor teacher for all first-year teachers. We also provide every new staff member with a mentor. Anchorage is fortunate enough to have a retired teacher come back 1-2 times monthly to meet with all new teachers to discuss classroom strategies, topics of interest, school issues, or any topics needed discussing in order to ensure their success.

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

N/A at this time.

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

The TELL survey results are discussed with all teachers during a Friday staff meeting. The results are also discussed with the board during a board meeting. The results are used by the admin team to make any necessary changes helping students to be successful. The TELL survey results from this past year showed us how much we needed a mentor teacher for new staff. Thus, we put one in place.

Questions

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

Anchorage ensures "poor and minority children are taught at the same high rate as other children by experienced, qualified, or in-field teachers." This can be shown through data from Civil Rights Data Collection (CRDC); "Highly Qualified Teacher (HQT)" reports; and a geographic cost of living adjustor. The CRDC data include comprehensive school- and district-level data, disaggregated by race, sex, disability, and limited English proficiency status. Anchorage students are exposed to a wealth of teacher experience; low teacher absenteeism; one-hundred percent HQ teacher certification and access to preschool and rigorous course work, including science, mathematics, and school expenditures.