



KDE Comprehensive School Improvement Plan

Anchorage Independent Public School

Anchorage Independent

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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 has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Anchorage Public School is 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 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 14-15students) 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 our 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 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

School's Purpose

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

MISSION / VISION STATEMENT: The Anchorage School learning community mission/vision is launching lifelong 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 is 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 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 two days 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 to facilitate additional times 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 forth-coming Science and Social Studies CCS, 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 our staff is given even more opportunities to collaborate with colleagues across the region.

Notable Achievements and Areas of Improvement

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

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, our current state 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 examining our current 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 states' 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, although not a problem, remains as a concern 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 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, several technology carts with classroom 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, STEM, 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 CSIP 2016

Overview

Plan Name

Anchorage Independent CSIP 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	\$1000
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, as well as decrease the number of novice scores by 50% over the next five years.	Objectives: 2 Strategies: 1 Activities: 3	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 number of students who are college and career ready, as measured by the 2016 K-PREP 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: 15	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 on-demand writing in English Language Arts by 05/31/2016 as measured by 2016 K-PREP Assessment.

Strategy 1:

Administrative K-PREP 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: KPREP scores

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 (SRC) 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	Resource Assigned	Source Of Funding	Staff Responsible
The administrative staff will meet with teachers during their embedded professional development (PD), as well as during PLCs certain times throughout the school year to present and discuss the results of the data analysis of the 2016 K-PREP scores. These meetings will include a discussion of both areas of success as well as areas that need to be improved.	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	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during their PLC (Professional Learning Community - Grade Level Meetings) 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	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

Research Cited: Various models of proficient student work

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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 may 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 - Student Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will score samples of on-demand writing.	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 samples of proficient work 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 - 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 samples in the classroom.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal/Asst. Principal 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 utilizing TPGES.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	All Teachers

Strategy 3:

Student Work Analysis - 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 progress and discuss utilization of proficient writing samples.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal/Asst. Principal
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.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal/Teachers

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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 in writing 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. Principal/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 conferences, utilizing state released examples as benchmarks.	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, etc.) 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	Resource Assigned	Source Of Funding	Staff Responsible
A 7th-8th grade PLC will continue their meetings in order for teachers to become more familiar with writing on-demand expectations and student work.	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.	Professional Learning	01/04/2016	12/16/2016	\$1000	District Funding	All Teachers Administrative staff

Strategy 4:

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

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.	Direct Instruction	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers

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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 and students.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Administrators
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.	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 grades 2-8 graders.	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
Current software will be evaluated for appropriate applications, as well new software will be explored.	Technology	01/04/2016	12/16/2016	\$0	No Funding Required	Technology Coordinator, Technology Resource 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 writing.	Technology	01/04/2016	12/16/2016	\$0	No Funding Required	Technology Coordinator, Technology Resource Teachers
Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Continue student, parent, faculty, staff, and administrator training and support of Google Docs-Slides-Sheets, Microsoft Office, Kidpix, and new acquisitions.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Technology Coordinator, Technology Resource Teachers Teachers
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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 examine the pass-on portfolios of their incoming students in order to determine the needs and levels of their student' writing prior to the beginning of the 2016-2017 school year.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Principal/Desi gnee; Teachers

Measurable Objective 2:

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

Strategy 1:

Professional Development - Teachers will be provided on-demand writing training, as well as access to 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.	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.	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 2016 K-PREP assessment.

Strategy 1:

Formative/Summative Assessments - Teachers will utilize both formative and summative assessments to analyze student progress in order to determine identification and intervention services.

Category: Continuous Improvement

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 a 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 - 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.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Teachers/Principal/Asst. Principal
Activity - OVEC Cadre Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and social studies teachers, as well as World Languages teachers attend OVEC cadre meetings and disseminate this information to their colleagues for possible inclusion in their classrooms.	Academic Support Program	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.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers

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Activity - Reading and Math Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will develop reading goals and math goals based on areas of weakness as determined by K-PREP results and MAP scores.	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.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	teachers

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.

Category: Continuous Improvement

Activity - 7th-8th Grades 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.	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.	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.	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
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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, compass Learning, as well as new acquisitions..	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Technology Staff, teachers
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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.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Kristy Clark (DOSE) with K/1 staff

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are determined not ready for kindergarten based upon the Brigance Development Screener will be identified for interventions based upon their need.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Kristy Clark (DOSE) with K/1 teachers and LEAPS Staff

Activity - Kindergarten Summer Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to support the emotional and academic needs of incoming Kindergarten students, Anchorage School will host these students for a week long Kindergarten camp.	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, as well as decrease the number of 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.

(shared) Strategy 1:

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

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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.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers/Principal/Asst. Principal
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 (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	12/16/2016	\$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.	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 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..

(shared) 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.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers/Principal/Asst. Principal
Activity - LEAPS Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 (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	12/16/2016	\$0	No Funding Required	LEAPS Coordinator/Teachers
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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.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Science and Social Studies 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 the 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.	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
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The results from the a self audit and pre-score will be shared with teachers 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/P rogram Review Committee Chairs
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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 as 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/P rogram Review Committee Chairs

Strategy 2:

Demonstrator Evidence - 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: Professional Learning & Support

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

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.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Program Review Committee Chairs/Program Review Coordinator

Activity - Program Review Evidence File	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Teachers/Program Review Committee Chairs/Program Review Coordinator
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Goal 5: Increase the number of students who are college and career ready, as measured by the 2016 K-PREP 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 K-PREP scores in reading and mathematics..

Strategy 1:

ILP Development/Completion - Students in grades six through eight will complete their ILPs to include: career interests, personal strengths, learning style inventory, college and career research, extra-curricular activities log, and long and short-term personal goals set by 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.	Career Preparation/Orientation, Parent Involvement	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.	Community Engagement, Career Preparation/Orientation	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:

Activity - "Get Set"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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6th 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	No Funding Required	Counselor
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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 utilized within the activities that take place in classroom guidance sessions.	Career Preparation/Orientation, Academic 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.	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 regularly share relevant and beneficial technology information with faculty, staff, and administrators.	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 trainings, and support of Career Readiness, 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

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 the teachers remain updated regarding TPGES by 12/16/2016 as measured by the completion and implementation reports received from KDE.

Strategy 1:

Framework for Teaching (Teachers) - All faculty will understand the Kentucky Framework for Teaching (KFT), including the four performance levels within KFT, the 3-step systematic observation process used within TPGES, and how reflection and growth planning 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 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 student 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 - 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 will be developed that incorporates 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	01/04/2016	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
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On going training for teachers and principals in the use of CIITS with intentional focus on Educator Development Suite and changes to the system.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Administrators Teachers
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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.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal/Designee 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.	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. recognizing 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

Measurable Objective 2:

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

Strategy 1:

Framework for Teaching (Administrators) - All faculty will understand the Kentucky Framework for Teaching (KFT), including the four performance levels within KFT, the 3-step systematic observation process used within TPGES, and how reflection and growth planning is connected to improved educator effectiveness. Principal in conjunction with the superintendent superintendent will effectively utilize the PPGES system to drive continuous growth and progress.

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 refine the implementation plan for PPGES as needed 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

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Activity - PPGES Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of PPGES module by all administrative participants.	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.	Policy and Process	01/04/2016	12/16/2016	\$0	No Funding Required	Administrators
Activity - Professional Growth Plan 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.	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 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
Activity - PGP Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Growth Plans will include multiple review points in collaboration with the superintendent.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Principal; Superintendent
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, 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 - Classroom Visitation Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informal classroom walkthroughs, outside the formal scheduled observations, will be conducted.	Policy and Process	01/04/2016	12/16/2016	\$0	No Funding Required	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.	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

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Summer Camp	In an effort to support the emotional and academic needs of incoming Kindergarten students, Anchorage School will host these students for a week long Kindergarten camp.	Academic Support Program	07/11/2016	08/05/2016	\$0	Principal / designee, Kindergarten staff
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	\$1000	All Teachers Administrative staff
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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
Software Evaluation	Current software will be evaluated for appropriate applications, as well new software will be explored.	Technology	01/04/2016	12/16/2016	\$0	Technology Coordinator, Technology Resource Teachers Teachers
CAPO Training	Teachers will review and new teachers to Anchorage will learn the CAPO pre-writing strategy for grades 2-8 graders.	Professional Learning	01/04/2016	12/16/2016	\$0	Teachers, Administrators, Teacher Mentor

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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. recognizing 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
Developing Capable Young People	Elements from the "Developing Capable Young People" program will be utilized within the activities that take place in classroom guidance sessions.	Career Preparation/Orientation, Academic Support Program	01/04/2016	12/16/2016	\$0	Counselor
Information Sharing	Locate, evaluate, curate, and regularly share relevant and beneficial technology information with faculty, staff, and administrators.	Technology	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	01/04/2016	12/16/2016	\$0	Kristy Clark (DOSE) with K/1 staff
Administrative Monitoring	Administrators will attend Professional Learning Community (PLC) meetings as needed to monitor progress and discuss utilization of proficient writing samples.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal/Asst. Principal
PGP Implementation	Professional Growth Plans will include multiple review points in collaboration with the superintendent.	Professional Learning	01/04/2016	12/16/2016	\$0	Principal; Superintendent
Software Evaluation	Current software will be evaluated for appropriate applications within the school curriculum.	Academic Support Program	01/04/2016	12/16/2016	\$0	Technology Staff; Teachers
Pre-Scoring / Self Audit	During the month of January, program review committees will audit one another in one demonstrator as well as 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
7th-8th Writing Professional Learning Community (PLC)	A 7th-8th grade PLC will continue their meetings in order for teachers to become more familiar with writing on-demand expectations and student work.	Professional Learning	01/04/2016	12/16/2016	\$0	7/8 Teacher Team
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, compass Learning, as well as new acquisitions..	Professional Learning	01/04/2016	12/16/2016	\$0	Technology Staff, teachers

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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 (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	12/16/2016	\$0	LEAPS Coordinator/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, 4. formative review of supervisor's assessment of working conditions.	Policy and Process	01/04/2016	12/16/2016	\$0	Superintendent Principal
Teacher Data Review Meetings	Teachers will meet during their PLC (Professional Learning Community - Grade Level Meetings) 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	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, as well as World Languages teachers attend OVEC cadre meetings and disseminate this information to their colleagues for possible inclusion in their classrooms.	Academic Support Program	01/04/2016	12/16/2016	\$0	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
Professional Growth Plan 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
Proficient Work Samples	Teachers will examine and provide models of proficient work to the students. This may 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 Growth Goal Development	All teachers will develop student growth goals utilizing TPGES.	Academic Support Program	01/04/2016	12/16/2016	\$0	All Teachers
Kindergarten Readiness	Students who are determined not ready for kindergarten based upon the Brigance Development Screener will be identified for interventions based upon their need.	Academic Support Program	01/04/2016	12/16/2016	\$0	Kristy Clark (DOSE) with K! teachers and LEAPS Staff

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Classroom Visitation Schedule	Informal classroom walkthroughs, outside the formal scheduled observations, will be conducted.	Policy and Process	01/04/2016	12/16/2016	\$0	Principal
7th-8th Grades 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.	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 staff and input utilized to identify opportunities for growth in specific areas.	Policy and Process	01/04/2016	12/16/2016	\$0	Administrators
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 samples in the classroom.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal/Asst. Principal All Teachers
Teacher Feedback	The Administrative team will score selected on-demand student responses and provide feedback to the teachers and students.	Academic Support Program	01/04/2016	12/16/2016	\$0	Administrators
Student Scoring	Students will score samples of on-demand writing.	Direct Instruction	01/04/2016	12/16/2016	\$0	All 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
Student Work Analysis/Conferencing	Direct feedback will be provided to the students through individual teacher/student conferences, utilizing state released examples as benchmarks.	Direct Instruction	01/04/2016	12/16/2016	\$0	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
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	Principal/Designee Teachers

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District Leadership Team	The District Leadership Team will ensure the implementation of the District CEP which is based upon the Kentucky Framework for Teaching by <ol style="list-style-type: none"> 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 student 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
Technology Training	Continue student, parent, faculty, staff, and administrator training and support of Google Docs-Slides-Sheets, Microsoft Office, Kidpix, and new acquisitions.	Professional Learning	01/04/2016	12/16/2016	\$0	Technology Coordinator, Technology Resource Teachers Teachers
Technology Awareness	Continue student, parent, faculty, staff, and administrator trainings, and support of Career Readiness, 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
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	teachers
CIITS Training	On going training for teachers and principals in the use of CIITS with intentional focus on Educator Development Suite and changes to the system.	Professional Learning	01/04/2016	12/16/2016	\$0	Administrators Teachers
K-PREP Data Analysis	Members of the Anchorage Public School administrative team will meet to analyze the data from the School Report Card (SRC) 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
District Professional Learning Plan	A district Professional Learning Plan for TPGES components and expectations will be developed that incorporates 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	01/04/2016	12/16/2016	\$0	Administrators Teachers

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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.	Community Engagement, Career Preparation/Orientation	01/04/2016	12/16/2016	\$0	Counselor
"Get Set"	6th 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
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	Teachers/Program Review Committee Chairs/Program Review Coordinator
Fidelity Check	The program review committees will periodically check both the hard copy and digital files for appropriate evidence.	Academic Support Program	01/04/2016	12/16/2016	\$0	Program Review Committee Chairs/Program Review Coordinator
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
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
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. 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
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.	Career Preparation/Orientation, Parent Involvement	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 writing.	Technology	01/04/2016	12/16/2016	\$0	Technology Coordinator, Technology Resource Teachers Teachers

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Pass-On Portfolios	Teachers, in conjunction with administrators, will examine the pass-on portfolios of their incoming students in order to determine the needs and levels of their student' writing prior to the beginning of the 2016-2017 school year.	Professional Learning	01/04/2016	12/16/2016	\$0	Principal/Desi gnee; 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
PPGES Module	Completion of PPGES module by all administrative participants.	Professional Learning	01/04/2016	08/05/2016	\$0	Administrator s
Professional Development/Learning	Teachers will utilize the professional development learning opportunities in writing provided by CIITS, local offerings (Louisville Writing Project) and the district Educational Cooperative (OVEC)	Professional Learning	01/04/2016	12/16/2016	\$0	Teachers/Prin cipal/Asst. Principal/Instr uctional Program Coordinator
Posting Proficient Work	Teachers will post and refer to samples of proficient work in their classrooms and/or provide samples of proficient work to their students.	Direct Instruction	01/04/2016	12/16/2016	\$0	All 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
District Leadership Team	The District Leadership team will refine the implementation plan for PPGES as needed 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	Administrator s
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/Prin cipal/Asst. Principal
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

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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 Chairs/Program Review Coordinator
Grade-Level Trimester Meetings	Teachers will meet at least once per trimester in grade levels (K-1, 2-3, 4-5, etc.) 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
Teacher Awareness	The administrative staff will meet with teachers during their embedded professional development (PD), as well as during PLCs certain times throughout the school year to present and discuss the results of the data analysis of the 2016 K-PREP scores. These meetings will include a discussion of both areas of success as well as areas that need to be improved.	Academic Support Program	09/19/2016	10/17/2016	\$0	Principal/Designee All Teachers
Dissemination of Pre-Score Results	The results from the a self audit and pre-score will be shared with teachers 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 Review Committee Chairs
Total					\$0	

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 a 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

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

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

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 scores over all. Attention was given to areas requiring intervention for a reduction in the number of novice scores. 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 scores of the students on the 2015 KPREP were cross-referenced with the scores 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 to 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 middle 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 with Proficient / Distinguished scores rose by a fraction of a percentage, the percentage of elementary students with Proficient/Distinguished scores 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% Middle 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 keep the focus on continuous improvement, as well as monitoring the progress of activities appropriate to that grade level or course.

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 made 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 attend PLC grade level meetings in order to keep the focus on the areas of concern and student intervention or 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.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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 08/05/2016 as measured by the completion and implementation of the training.

Strategy1:

Framework for Teaching (Administrators) - All faculty will understand the KentuckyFramework for Teaching (KFT), including the four performance levels within KFT, the 3-step systematic observation process used within TPGES, and how reflection and growth planning is connected to improved educator effectiveness. The principal in conjunction with the superintendent will effectively utilize the PPGES system to drive continuous growth and progress.

Category: Teacher PGES

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, 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 - 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

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

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 as needed 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 - Working Conditions - TELL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The most recent TELL survey data will be presented to 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

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

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Measurable Objective 2:

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

Strategy1:

Framework for Teaching (Teachers) - All faculty will understand the Kentucky Framework for Teaching (KFT), including the four performance levels within KFT, the 3-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 - 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. recognizing 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 - 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 Educator Development Suite and changes to the system.	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 will be developed that incorporates 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	01/04/2016	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

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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	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	01/04/2016	12/16/2016	\$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 student 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

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

Goal 1:

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 2016 K-PREP assessment.

Strategy1:

Formative/Summative Assessments - Teachers will utilize both formative and summative assessments to analyze student progress in order

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to determine identification and intervention services.

Category: Continuous Improvement

Research Cited:

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

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

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

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. Principal

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	teachers

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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 a 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

Strategy2:

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 - 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, compass Learning, as well as new acquisitions..	Professional Learning	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

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

Strategy3:

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

Category: Early Learning

Research Cited:

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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	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/1 staff

Activity - Kindergarten Summer Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to support the emotional and academic needs of incoming Kindergarten students, Anchorage School will host these students for a week long Kindergarten camp.	Academic Support Program	07/11/2016	08/05/2016	\$0 - District Funding	Principal / designee, Kindergarten staff

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are determined not ready for kindergarten based upon the Brigance Development Screener will be identified for interventions based upon their need.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/1 teachers and LEAPS Staff

Strategy4:

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.

Category: Continuous Improvement

Research Cited:

Activity - 7th-8th Grades 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.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	LEAPS Staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group, as well as decrease the number of 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 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

KDE Comprehensive School Improvement Plan

Anchorage Independent Public School

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 (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	12/16/2016	\$0 - No Funding Required	LEAPS Coordinator/Teachers

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. Principal

Measurable Objective 2:

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/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

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Anchorage Independent Public School

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 (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	12/16/2016	\$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 an analysis of student work.	Professional Learning	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers/Principal/Asst. Principal

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

Goal 1:

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 2016 K-PREP assessment.

Strategy1:

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

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are determined not ready for kindergarten based upon the Brigance Development Screener will be identified for interventions based upon their need.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/! teachers and LEAPS Staff

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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	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/1 staff

Activity - Kindergarten Summer Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to support the emotional and academic needs of incoming Kindergarten students, Anchorage School will host these students for a week long Kindergarten camp.	Academic Support Program	07/11/2016	08/05/2016	\$0 - District Funding	Principal / designee, Kindergarten staff

Narrative:

Brigance Kindergarten Assessment

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

Goal 1:

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 2016 K-PREP assessment.

Strategy1:

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

Category: Early Learning

Research Cited:

Activity - Kindergarten Summer Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to support the emotional and academic needs of incoming Kindergarten students, Anchorage School will host these students for a week long Kindergarten camp.	Academic Support Program	07/11/2016	08/05/2016	\$0 - District Funding	Principal / designee, Kindergarten staff

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Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are determined not ready for kindergarten based upon the Brigance Development Screener will be identified for interventions based upon their need.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/1 teachers and LEAPS Staff

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	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/1 staff

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

Goal 1:

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 2016 K-PREP assessment.

Strategy1:

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	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/1 staff

Activity - Kindergarten Summer Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to support the emotional and academic needs of incoming Kindergarten students, Anchorage School will host these students for a week long Kindergarten camp.	Academic Support Program	07/11/2016	08/05/2016	\$0 - District Funding	Principal / designee, Kindergarten staff

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Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are determined not ready for kindergarten based upon the Brigance Development Screener will be identified for interventions based upon their need.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/! teachers and LEAPS Staff

Strategy2:

Formative/Summative Assessments - Teachers will utilize both formative and summative assessments to analyze student progress in order 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	teachers

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. Principal

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

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

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

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group, as well as decrease the number of 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 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 - 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. Principal

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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 - 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 (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	12/16/2016	\$0 - No Funding Required	LEAPS Coordinator/Teachers

Measurable Objective 2:

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/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 (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	12/16/2016	\$0 - No Funding Required	LEAPS Coordinator/Teachers

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Anchorage Independent Public School

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. Principal

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

Goal 3:

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

Category: Continuous Improvement

Research Cited:

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 as 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 - 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

The school identified specific strategies to address subgroup achievement gaps.

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Anchorage Independent Public School

Goal 1:

All students at Anchorage Public School will become proficient writers.

Measurable Objective 1:

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

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

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

Measurable Objective 2:

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

Strategy1:

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

Category: Integrated Methods for Learning

Research Cited:

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

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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.	Professional Learning	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	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

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - 7th-8th Writing Professional Learning Community (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 7th-8th grade PLC will continue their meetings in order for teachers to become more familiar with writing on-demand expectations and student work.	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	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	\$1000 - District Funding	All Teachers Administrative staff

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, etc.) 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 - 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 conferences, utilizing state released examples as benchmarks.	Direct Instruction	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers

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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 progress and discuss utilization of proficient writing samples.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal/Asst. Principal

Activity - Professional Development/Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the professional development learning opportunities in writing 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. Principal/Instructional Program Coordinator

Strategy3:

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 examine the pass-on portfolios of their incoming students in order to determine the needs and levels of their student' writing prior to the beginning of the 2016-2017 school year.	Professional Learning	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal/Designee; Teachers

Strategy4:

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

Category: Learning Systems

Research Cited:

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

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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 and students.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Administrators

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 grades 2-8 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

Strategy5:

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: Various models of proficient student work

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

Activity - Posting Proficient Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and refer to samples of proficient work 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 - 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 samples in the classroom.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal/Asst. Principal All Teachers

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

Strategy6:

Administrative K-PREP 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: KPREP scores

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 - Grade Level Meetings) 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	Teachers

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 (SRC) 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), as well as during PLCs certain times throughout the school year to present and discuss the results of the data analysis of the 2016 K-PREP scores. These meetings will include a discussion of both areas of success as well as areas that need to be improved.	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.

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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 2016 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.

Category: Continuous Improvement

Research Cited:

Activity - 7th-8th Grades 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.	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 - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are determined not ready for kindergarten based upon the Brigance Developmental Screener will be identified for interventions based upon their need.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/1 teachers and LEAPS Staff

Activity - Kindergarten Summer Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to support the emotional and academic needs of incoming Kindergarten students, Anchorage School will host these students for a week long Kindergarten camp.	Academic Support Program	07/11/2016	08/05/2016	\$0 - District Funding	Principal / designee, Kindergarten staff

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	01/04/2016	12/16/2016	\$0 - No Funding Required	Kristy Clark (DOSE) with K/1 staff

Strategy3:

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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

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, compass Learning, as well as new acquisitions..	Professional Learning	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
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

Strategy4:

Formative/Summative Assessments - Teachers will utilize both formative and summative assessments to analyze student progress in order to determine identification and intervention services.

Category: Continuous Improvement

Research Cited:

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

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	teachers

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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 a 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 as World Languages teachers attend OVEC cadre meetings and disseminate this information to their colleagues for possible inclusion in their classrooms.	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	Funding Amount & Source	Staff Responsible
PLCs will develop reading goals and math goals based on areas of weakness as determined by K-PREP results and MAP scores.	Academic Support Program	01/04/2016	12/16/2016	\$500 - General Fund	Teachers

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. Principal

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group, as well as decrease the number of 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 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

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identification and services.

Category: Continuous Improvement

Research Cited:

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. Principal

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 (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	12/16/2016	\$0 - No Funding Required	LEAPS Coordinator/Teachers

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:

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

Category: Continuous Improvement

Research Cited:

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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 (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	12/16/2016	\$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 an analysis of student work.	Professional Learning	01/04/2016	12/16/2016	\$0 - No Funding Required	Teachers/Principal/Asst. Principal

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

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

N/A (this question does not apply)

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

Goal 1:
Increase the number of students who are college and career ready, as measured by the 2016 K-PREP 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 K-PREP scores in reading and mathematics..

Strategy1:
Developing Capable Young People - Age appropriate activities and curricula that dove-tails with the school-wide "Developing Capable

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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 utilized within the activities that take place in classroom guidance sessions.	Academic Support Program Career Preparation/Orientation	01/04/2016	12/16/2016	\$0 - No Funding Required	Counselor

Strategy2:

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

Category:

Research Cited:

Activity - "Get Set"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th 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 - 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 regularly share relevant and beneficial technology information with faculty, staff, and administrators.	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 trainings, and support of Career Readiness, 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

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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.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Technology Staff; Teachers

Strategy4:

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

Category: Career Readiness Pathways

Research Cited:

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.	Career Preparation/ Orientation Parent Involvement	01/04/2016	12/16/2016	\$0 - No Funding Required	Counselor

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.	Community Engagement Career Preparation/ Orientation	01/04/2016	12/16/2016	\$0 - No Funding Required	Counselor

Activity - Student Growth Goal Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop student growth goals that address reading and mathematics score improvement for 2016 utilizing TPGES.	Academic Support Program Career Preparation/ Orientation	01/04/2016	12/16/2016	\$0 - No Funding Required	All Teachers

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

Goal 1:

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

Measurable Objective 1:

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

Category: Continuous Improvement

Research Cited:

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 as 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 a self audit and pre-score will be shared with teachers 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 Review Committee Chairs

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

Strategy2:

Demonstrator Evidence - 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: Professional Learning & Support

Research Cited:

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

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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 held by some committees.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Program Review Committee Chairs/Program Review Coordinator

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	Teachers/Program Review Committee Chairs/Program Review Coordinator

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	KPREP data, MAP data, SACS and the TELL survey results are used to help design programs needed.	

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Anchorage School hosts a week-long summer camp for incoming Kindergarten students. Anchorage Public School does not have a pre-school.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Our LEAPS (Intervention/Enrichment) program provides RtI, as well as enrichment for every student.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We have a stringent hiring procedure in place to ensure we recruit and retain highly qualified teachers.	

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

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We have active Parent Academies, parent newsletters, parent programs (Art Discovery, clubs, etc.) and a Parent/Student handbook, and a regularly update website.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Anchorage is 100% HQ, disaggregates all data (state and local), provides RtI services and monitors all Gap students.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	School-wide PD is planned in accordance with state guidelines as well as school need.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	The CSIP is designed by the admin team, teachers, and school council with parent reps.	

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Research-based PD is provided, including embedded PD.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	ECE students are also provided Trl services through LEAPS time.	

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Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Our LEAPS program provides for ECE, struggling students and students in need of enrichment.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	COMPASS learning, AIMS Web, MAP data and classroom assessment continuously monitor the progress of students in Tier 2 or Tier 3. Tier 1 students have data collected by their classroom teacher for monitoring.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	All certified staff members are highly qualified. All paraprofessionals meet the Title I guidelines for working within an instructional program.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent/Student handbook, parent conferences (100% parent participation) and approximately 10,000 parent volunteer hours per year.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Teachers and principal planned professional development during goal setting meetings.	

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

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Professional development is designed school-wide as well as per individual in the area listed under growth.	

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All teachers are highly qualified Training is provided to instructional assistants as to their role in assisting with student performance.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All teachers are highly qualified Training is provided to instructional assistants as to their role in assisting with student performance.	

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	All teachers are highly qualified Training is provided to instructional assistants as to their role in assisting with student performance.	

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

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

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

The Missing Piece

Introduction

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

Stakeholders

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

At Anchorage School, teachers, APTA and ECE parent board work in conjunction with administrators.

Relationship Building

Overall Rating: 3.71

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

Overall Rating: 3.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

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

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

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

Decision Making

Overall Rating: 0.0

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	N/A – School does not have a council.	No council

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	N/A – School does not have a council.	No council

Advocacy

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

Overall Rating: 3.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

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

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

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

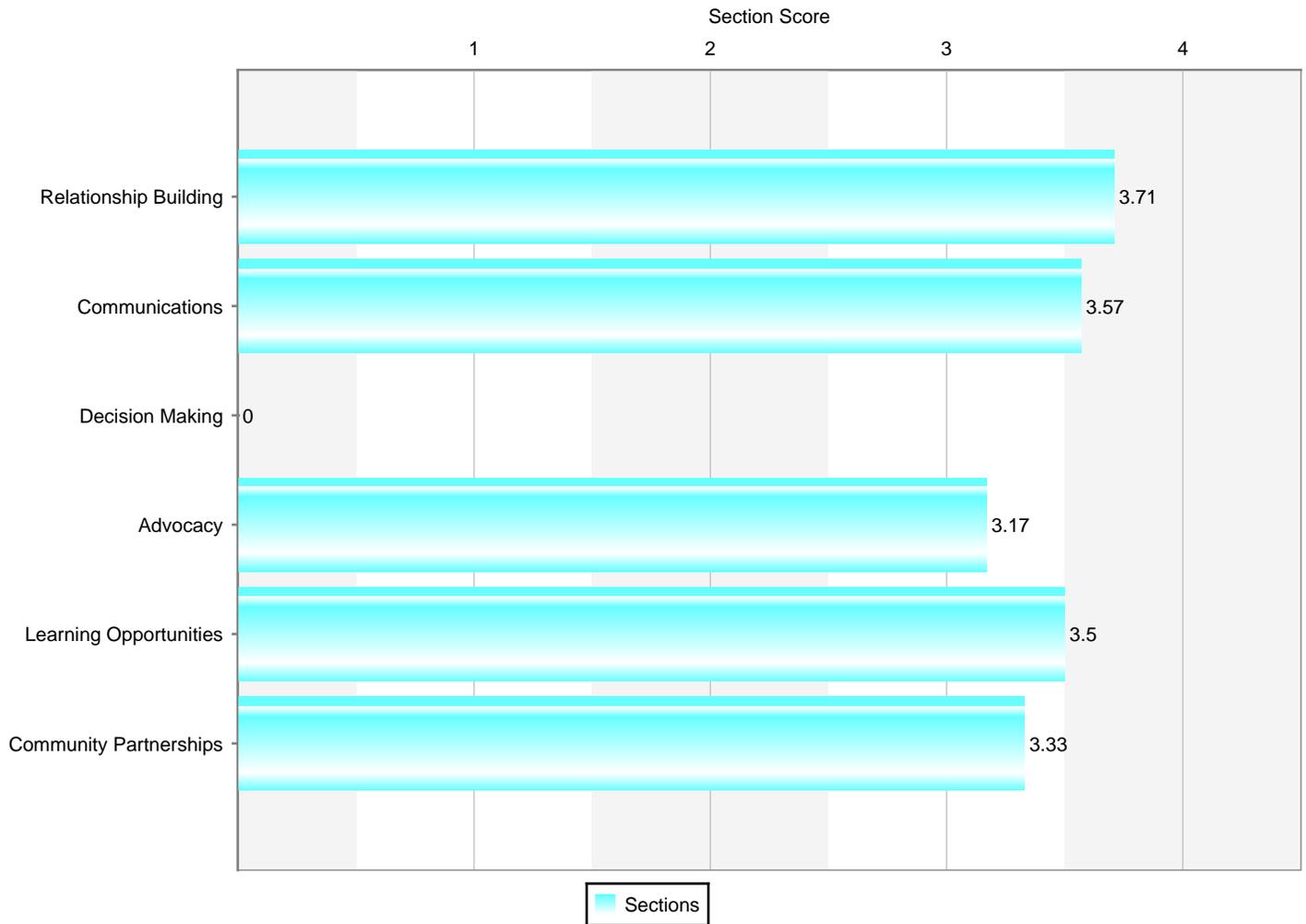
Reflection

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

There are a few of the statement choices that do not pertain to Anchorage School (such as FRYSC), as well universal statements "all". Since we are a one school district (K-8) we do not have an SBDM council. However we do have elected members to the School Council. Our very active Parent Teacher Association (PTA) plays a large role in the areas of relationship building and provides input on certain decisions. However in looking at the responses, the school must keep its focus on timely communications. This area has improved over the last few years, but that focus still remains paramount.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All stakeholders were involved in the CSIP/CDIP development process. Teachers met with the Instructional Program Coordinator at the beginning of the process when all past goals, measurable objectives, strategies, and activities were reviewed. Later, teachers met in teams to revise the plan from their perspective. The Council, advisory groups, and the public at large have the opportunity to provide feedback from perusing the plan on the website or from reviewing the draft for the upcoming year located in the Board office. The Council additionally is presented the plan for consideration of approval. All feedback is taken into consideration and revised as needed. From this, the final draft is completed and sent to all stakeholders prior to being taken to the Board of Education for approval.

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

As just mentioned, all stakeholders in the Anchorage community are provided the opportunity to review our CSIP/CDIP draft prior to being presented to the Board for approval in January of 2016. Our first group of stakeholders includes all of our staff at the school. A CSIP Development Template tool was developed by the Instructional Program Coordinator that allows teams of teachers to review the past goals and provide revisions. From this, the CSIP is presented to the Council for their feedback. Additionally, a revised draft is created and made available for public review in the Board office. After all stakeholders have been involved, a final draft is created and taken to the Board of Education for final approval.

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

The final improvement plan is communicated to all stakeholders by having access to it from the school/district website. Further, this opportunity is advertised in our weekly electronic newsletter to all parents, weekly grade level team newsletters, and a bimonthly hard-copy newsletter that goes to each and every household in the Anchorage community, not just current parents. Each person responsible for activities in the plan provide quarterly feedback regarding the particular activity(ies) under their area of responsibility. This feedback is then posted in ASSIST in the form of progress notes.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	We are, however, redoing a large section of our plan with the help of C Wantland from School Safety and the local police Chief.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	Our school council was given a copy of the plan and the board approved the EMP. We do not have an SBDM only a council.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Before the start of the 15-16 school year.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	Both the local Fire and Police department were given a copy of the plan before adoption. Also, the superintendent and AP met with the chiefs to discuss any changes or improvements needed.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	On July 14th the superintendent and the AP met with both the police and fire chief to discuss any changes needed. The principal takes the plan to council subcommittee for review as we do NOT have an SBDM only a School Council.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	The plan is part of the faculty handbook and given to all staff member in August before students begin the school year.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	July 14th 2015	

KDE Comprehensive School Improvement Plan

Anchorage Independent Public School

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	A sub visited school instead of the Fire Marshal to do their walkthrough in January 2015.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	As required by state law.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	All visitors must sign in through the front office...once buzzed into the school. All exterior doors are locked and keycards must be used to enter, or visitors may come through the front door to sign-in.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire- 8/20/15 Lockdown- with law enforcement, Earthquake and Severe Weather- 8/20/15 Fire 9/24/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	We follow all state required drill schedules.	

Equitable Access Diagnostic

Introduction

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

Needs Assessment

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

What are the barriers identified?

None. All teachers have resources needed.

What sources of data were used to determine 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 in the school?

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

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 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 school analyze student level data to design targeted recruitment of effective and diverse teachers?

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

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 process to place a top teacher in every position.

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

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.

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

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

NA

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.

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 includes 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.