



2021-22 Phase Three: Professional Development Plan for
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2021-22 Phase Three: Professional Development Plan for Schools

Adair County Primary Center
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Table of Contents

<u>2021-22 Phase Three: Professional Development Plan for Schools</u>	3
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2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

ACPC's mission is to enable our students to lead in school and life. Our goal is for all students to exit ACPC with foundational literacy and math skills to continue as confident and successful learners.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Priority #1. school-wide certified literacy professional development with phonemic awareness and phonics components targeted, Priority #2. faculty continuing process of differentiated leadership,

3. How do the identified **top two priorities** of professional development relate to school goals?

These two priorities remain at the forefront of our school's growth plan. Our top priority is our school culture. 2018 was a year of observation of dynamics. Implementation began in 2019 to build school culture by refocusing expectations. In 2020, the focus was on shifting to high skill and high will staff. For the 2021-2022 school year, we are prioritizing teacher efficiency. Supporting teachers by encouraging risk taking, teamwork, and accountability will develop the group's sense of buy-in, deepen programming understanding, as well as instill a sense of pride in our purpose and significance at ACPC. Our reading program is our top academic priority. Near stagnant reading scores over the past four years and beyond, and then with the COVID interruption, only 28% of 3rd grade students scored proficient/distinguished, which is a significant decrease, even taking into consideration the previously weak and incomplete reading program. It should be noted that only 21% of 3rd grade students scored proficient/distinguished, which is not reflective of previous growth which has been on target for four years. We will continue to work our math program as planned with the exception of increasing our use of proven manipulatives in all grades. This is to address the need to build our number sense scores.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

School Culture Objective 1: Teacher Efficacy Long Term Goals: Create a growth mindset that guides individual teachers, grade level teams, entire school, to actively work towards every students' achievement as our central priority. Develop teacher leaders in the building to create sustainable growth. Increase and maintain peer communication and collaboration. Short Term Goals: Focus conversations with peers in PLC's on student achievement. All staff look at everything at ACPC through

the lens of student achievement (academic/social/attendance, etc). Decrease teacher isolation; increase teamwork. Increase risk taking, sharing, decision making.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are to grow staff within the building to independently problem solve for student success on a daily basis. Increase staff confidence in selves and school leaders. Increase staff job satisfaction. Increase student growth. Increase student attitudes toward learning. Attract growth minded applicants as future staff. Build and maintain school growth, student successes over time. Build a program that will continue due to differentiated leadership.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Increase in staff risk taking. Increase in staff identifying and targeting professional development needs. Increase in staff using PGPs in a reflective manner to guide self-growth and initiating plans. Increase in staff perceptions of PD and leadership on yearly IMPACT Study. Increase in MAP scores and 3rd grade K-PREP scores the following years. Decrease in students chronically absent. Increase in teacher/family two-way communications.

4d. Who is the targeted audience for the professional development?

All ACPC Staff: multiple communications to all staff, all staff pd focused on mindset and teamwork
All Building Teachers: all reading program pds, new/developing teacher boot camp multi-day pd, local cooperative advisor modeling, assisting; new/developing teachers have mentors with required hours to meet, Instructional Assistants: small group reading pd, behavior pd

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All Staff, Teachers, Students, Building Administrators,

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

CRT, building administrators, Building Teachers, to facilitate. Funding for team building/collaboration professional developments Title 1 Grade Level RTI Staff to

increase coaching/ modeling Materials for team building/collaboration exercises and initiatives

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Master Schedule to provide common planning PLCs focused on student achievement, CRT coaching and modeling, Continue to work towards a shared vision Professional developments planned to build collaboration and team building IMPACT Survey, Principal Effectiveness Survey, Observation results, 2 Minute Walk Thru results, Principal Check Ins with Teachers

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

PGP reflections discussed during observations and end of year evaluations: P/AP, Grade Level created common assessments: Teachers/CRT Grade Level created pacing guides, Teachers/CRT Grade Level created Power Standards, Teachers/CRT Grade Level PLC documentation, Teachers/CRT/P/AP Yearly Vertical Collaboration, CRT/P Student Work Samples: Teachers/CRT

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Long Term Changes: Literacy Instruction in the Classroom Spiraling, Multi-Year, Literacy Components Education for Teachers Short Term Changes: Explicit and systematic instruction in literacy, increased active student engagement, fewer learning objective gaps, increased student literacy achievement

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Educator Beliefs/Practices: Increased early literacy skills conversations and developing knowledge, Increased use of highly effective early literacy skills instruction, ratings of quality of early literacy skills instruction, increased teacher leadership, increased teacher satisfaction, increased overall student literacy achievement Student Outcomes: Students independently reading in the 3rd grade, Students reading on grade level in first and second grade Students exiting

kindergarten with a solid foundation of phonemic awareness and beginning phonics. Student attitude towards reading becoming more positive.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Teacher Professional Growth Plans will drive teacher growth Teacher professional development will be teacher generated Some portion of teacher professional development will be presented by teachers in building PLC focus will be student achievement focused increased active student engagement during early literacy skills instruction Improved student literacy retention and understanding Increased student satisfaction/attitude/understanding of purpose of literacy education increased MAP/K-PREP scores.

5d. Who is the targeted audience for the professional development?

Classroom teachers/instructional assistants/ SPED Teachers/ Media Specialist/ Art/ Music/PE Teachers/ CRT/ Building Administrators

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers/Instructional Assistants/Students/ CRT/ Building Administrators

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Curriculum Resource Teacher to organize and execute professional development plans, Phonemic Awareness and Phonics Specialists to lead professional developments in person, mentoring of GRECC Funding for in person and digital PDs, book studies, materials needed for classroom practice, time to implement and learn the program.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Curriculum Resource Teacher: coaching and modeling, GRECC mentor: coaching and modeling, Mentors: coaching, advising, modeling, On-going shared Google Document with administrators, focusing on problem solving student achievement on students chronically not progressing Weekly PLC's with grade level peers focusing on problem solving student achievement on those students not

progressing Online coaching by Kristy Stuber for grade levels, Daily Reading Common Assessments, Common Grade Level Planning, Common Google Drive with classroom reading assessment results, multiple resources including but not limited to Structured Literacy resources, Rooted in Reading, multisensory strategies, Technology Programs included but not limited to BrainPopJr, Flocabulary, AR, Boom Cards, ABC multisensory materials for K/1, Recipe for Reading readers for K-2, multisensory bags for all grade levels, read aloud books for Rooted in Reading, writing notebooks for all students, Online surveys for teachers requesting needs, Never Work Harder Than Your Students by Robyn Jackson for last year's teacher book study.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

CRT notes and action plans, Two-way communication with teachers about needs and student needs, Admin observations of teachers and feedback from observations, Student work samples in RFR and RIR as well as writing pieces and AR reading lists, MAP student assessment results, Teacher reflection surveys,

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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ACPC 2021-2022 Comprehensive School Improvement Plan

1: Proficiency

Goal 1:

By May 31, 2022, Adair County Primary Center will increase by 20%, 29%, the second grade *math* proficiency, 21% P/D to 25.2% P/D as indicated on MAP assessments at benchmark (50%tile) or higher on the Spring 2022 MAP Math assessment.




By May 31, 2022, Adair County Primary Center will increase by 20%, 22%, the second grade *reading* proficiency, 28% P/D to 33.6% P/D as indicated on MAP assessments at benchmark (50%tile) or higher on the Spring 2022 MAP Reading assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students who score below benchmark (50%tile) on the MAP Math Assessment will increase scores a minimum of 20% by May 31, 2022.	Active Student Engagement	<ol style="list-style-type: none"> 1. Behavioral High Risk students will have mentors. 2. Continue demonstrating and checking for active engagement strategies in PLC's, and weekly principal memos. 3. Monitor active engagement strategy use in 2 minute walk thrus, observations, student behavior percentages. 4. Teachers continue to implement Kagan Structures and other active engagement, multisensory strategies into regular classroom instruction. 5. Administrators will monitor active engagement with walk through document collection. 6. School-wide reading and math growth celebrations. 7. Increase student physical activity throughout the day. 8. Student Manipulative Bags will be provided during Virtual Instruction. 9. Purchase and use of decodable readers for all classrooms thru Title 1. 10. Students will work on goal setting to encourage higher engagement and personal responsibility. 	PLC Agenda and observation Walk Through Data Student Growth Data Behavioral Referrals 2 Minute Walk Thru Data	Classroom Teachers Intervention Team Irvin Bradshaw	PD Allocated Funds Title 1
Objective 2: Students who score below benchmark (50%tile) on the MAP Reading Assessment will increase scores a minimum of 20% by May 31, 2022.	Tiered Interventions	<ol style="list-style-type: none"> 1. All students who score at the 50%tile or higher will receive core instruction and targeted centers in the regular classroom (Tier 1). 2. All students who score between the 11%tile and 50%tile and meet teacher criteria will receive all Tier 1 instruction in addition to tier 2 instruction either with ESS interventionist assistance (Tier 2) or in class intervention. 3. All students who score between the 0%tile and 10%tile and meet teacher criteria will receive all Tier 1 instruction and will receive additional instruction from the grade level skilled interventionist on a daily basis in small groups of less than 5. (Tier 3) 4. All students will receive explicit phonemic awareness instruction daily using Heggerty. 	Observation Data Intervention Rosters and progress monitoring data I Data Wall Room	Classroom Teachers Intervention Team Irvin Bradshaw	Title I ESS

<p>instruction on a weekly basis.</p> <p>6. Teacher selected, students above benchmark will participate in project based learning on a rolling schedule.</p> <p>Progress Monitoring</p>	<p>Progress in reading will be monitored daily using Literacy Program resources.</p> <p>Students who receive Tier 3 intervention will be progress monitored using I-Ready, CBM on a bi-monthly basis</p> <p>Students below benchmark will have priority status to attend after school program.</p> <p>Lexia reports will be used to create lessons for after school program.</p> <p>Intervention Team monthly meetings to review progress, problem solve lack of growth academic/non-academic needs.</p> <p>Families will be informed of non-progres.</p> <p>Families of high risk students will be visited.</p>	<p>Progress monitoring data</p> <p>I-Ready data</p> <p>Lexia data</p> <p>Camp Casey roster</p>	<p>Intervention Team</p> <p>Bradshaw</p>	<p>Title I</p> <p>Century 21 after school funding</p>
<p>Technology</p>	<p>All students will use Lexia minimum of 20 minutes per week.</p> <p>Zeam, Happy Numbers, Reading Eggs, Accelerated Reader, BrainPopJr, Mystery Science, Epic, Flocabulary, Boom Learning, ReadWorks will be used at teacher discretion.</p> <p>MAP will be used to determine students' intervention and differentiation needs. (twice a year)</p> <p>Students with Special Needs will utilize I-Ready daily. SPED teachers will teach targeted skills diagnosed through I-Ready data.</p>	<p>Receipts, observations, printed lessons.</p> <p>Intervention rosters and schedules.</p> <p>Program Reports</p> <p>Classroom and School MAP Reports</p>	<p>Burton</p> <p>Classroom Teachers</p>	<p>Allocated Funds</p> <p>Title I</p> <p>SPED funds</p>
<p>Curriculum</p>	<p>Continued use of the Engage NY/Eureka curriculum as the core instruction for math.</p> <p>Provide manipulatives for all students to supplement curriculum resources.</p> <p>Provide manipulative bags for virtual instruction.</p> <p>K-2, Tier 1 reading instruction will be based upon Structured Literacy. K using Recipe for Reading: a phonics/word study program, multisensory based with Orton Gillingham techniques and 1st and 2nd using From Sounds to Spelling, also a phonics/word study program, multisensory based with Orton Gillingham techniques.</p> <p>Rooted In Reading, a read aloud based resource, will be used to build vocabulary, comprehension, and writing connection.</p> <p>Continued use of and building knowledge base of differentiation. (e.g. questioning techniques, movement, flexible groupings, etc.)</p> <p>Grade level Power Standards, created in 19-20 year will be utilized.</p> <p>Grade level standards gap analysis by July 2</p>	<p> pacing guides, and observations.</p> <p>Receipts pacing guides.</p> <p>pacing guides.</p> <p>observation notes to teachers, memos, modeled vocabulary</p> <p>Meeting Minutes</p> <p>PTO Minutes</p>	<p>Classroom Teachers</p> <p>Bradshaw</p> <p>Burton</p>	<p>Title 1</p> <p>Allocated Funds</p>

	<p>9. Teachers will focus on meeting each child where they are academically, knowing that teachers will be spending several months teaching skills interrupted by virtual learning.</p>		
<p>Assessment</p>	<p>1. MAP Assessment will be administered three times a year in math and reading. 2. Teachers will collaborate in release days, PLCs, and common planning to learn how to better use MAP and classroom data to drive instruction. 3. Common grade level assessments will be revised by July 2021. 4. Common reading and math assessments converted to Google Sheets 5. Reading Common Assessments updated weekly 6. Math Common Assessments updated at end of each unit. 7. Teachers working with literacy partners will communicate student growth weekly.</p>	<p>Minutes from PLC meetings, lesson plans and data. MAP data CA revisions Data Wall Reading Progress Chart</p>	<p>Irvin Burton Teacher PLCs</p>
<p>Small Group Instruction</p>	<p>1. All students will receive targeted, small group daily classroom instruction in reading based on student data. 2. All teachers will have Structured Reading training; trainer and in-house. 3. Students who meet criteria for the Tier 2 intervention level will be provided additional small group instruction by classroom teachers and as needed a qualified reading interventionist. 4. Small group instruction will use multisensory and active and multisensory engagement.</p>	<p>Observations and student data. Attendance Roster Intervention schedules and rosters.</p>	<p>Intervention Team</p>
<p>Professional Development</p>	<p>1. Mentors working with new/developing teachers 2. Behavioral Queen PD Day 3. 2 Day New/Developing Teacher Boot Camp 4. Common Planning for 4 out of 8 grade level teachers 5. Weekly grade level PLCs 6. 9/21-12/21 2 hour PLC's 7. Teachers meet in self chosen school growth committees 8. GRREC presenters 9. GRREC walk throughs 10. District walk throughs 11. ACPC Admin. 2 Minute Walk Throughs 12. Continue to build staff awareness and encouragement of National Board Certification reflection model. 13. Teachers will participate in leadership roles as mentors, observees. 14. Parent/Community partners will be encouraged to participate</p>	<p>Sign Ins PD Surveys Mentor Paperwork Walk Through Data</p>	<p>Mentor/Mentees PLC Groups ACPC Admin GRREC PD presenters Teacher Presenters</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase number sense scores in 2nd Grade MAP.</p>	<p>Educate teachers on use of most effective use of manipulatives.</p>	<ol style="list-style-type: none"> 1. Provide research based math curriculum with additional resources. 2. Provide necessary manipulatives for all grade levels. 3. Provide math focused professional development for teachers. 4. Provide PLC time for teachers to collaborate on student math growth. 	<p>PLC Agenda 2 Minute Walk Thru Data Teacher Reflections</p>	<p>Burton Bradshaw Teacher Presenters</p>	<p>Allocated Title 1 PD Funds</p>
<p>Objective 2: August, 2021-June, 2022, increase preschool family awareness and engagement level of kindergarten readiness for the 2021-22 school year.</p>	<p>Provide appropriate math support for struggling students.</p>	<ol style="list-style-type: none"> 1. Provide after school math programming for struggling students. 2. IReady resources for SPED students 3. Active engagement strategies during instruction 	<p>Walk Through Data Student Growth Data Behavioral Referrals</p>	<p>Classroom Teachers SPED Teachers</p>	<p>Allocated Title 1 SPED</p>
<p>Objective 2: August, 2021-June, 2022, increase preschool family awareness and engagement level of kindergarten readiness for the 2021-22 school year.</p>	<p>Provide information and opportunities to families through virtual workshops, drive thrus and materials to families and students to increase kindergarten readiness.</p>	<ol style="list-style-type: none"> 1. Born Learning Academy 2. Local Daycare Trainings 3. Staff visits to local childcare and preschools 4. Announcement of dates and procedures in local media outlets, social media sites. 5. Digital monthly newsletter and literacy newsletter 6. Collaboration with local daycares. 7. FRC provides non-academic needs per request 8. 4 day per week preschool for qualifying 4 year olds. 9. 4 day per week preschool for qualifying 3 year olds 10. Staff visits to preschool homes 11. Preschool Packets 12. Collaboration with specialists to create intervention plans 13. Heggerty Phonemic Awareness use in all classrooms 14. Frog Street Phonics Pro 	<p>Post Evaluations Screening Results Parent Feedback FRC Needs Survey</p>	<p>FRC Coord After School Coord. PK Teachers SPED Director Bradshaw GRREC presenter</p>	<p>SPED Title 1 Early Childhood Council Allocated FRC</p>

<p>Objective 3:  By August, 2022, students who have not shown kindergarten readiness on school screeners will have been provided with intervention strategies.</p>	<p>Provide interventions for students who do not meet readiness standards.</p>	<ol style="list-style-type: none"> 1. Kindergarten Readiness  Thrus 2. Kindergarten Pre-Registration 3. Kindergarten Screening 4. Kindergarten Re-screening 5. Parent Materials distributed 6. Weekly Communication 7. Collaboration with specialists to create intervention plans 8. Announcement of dates and procedures in local media outlets, social media sites. 9. Digital monthly newsletter and literacy newsletter 10. Classroom progress monitoring with interventions 11. Daily kindergarten intervention for lowest performers 12. Heggerty Phonemic Awareness use in all classrooms 13. Celebrations of special 'academic-themed days' as well as non-academic 3R's days 14. Instructional Practices focused on active listening skills. 	<p>Screening Results</p> <p>Attendance Data</p> <p>Parent Feedback</p>	<p>Burton</p> <p>K Teachers</p> <p>PK Teachers</p> <p>Bradshaw</p>	<p>SPEP </p> <p>Title I</p> <p>Early Childhood Council</p> <p>Allocated</p> <p>21st Century</p> <p>FRC</p> <p>Title 1 Parent Liaison</p>
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3: Achievement Gap

Goal 2

The percentage of students receiving SPED services scoring at the core level (50%tile or higher) on the Spring KPREP Reading Assessment, 20.5%, will increase by 20% to 24.6%.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring	Funding
Objective 1: Students scoring below core on Fall and Winter reading MAP assessments will be provided with tiered interventions and regular progress monitoring.	<ol style="list-style-type: none"> 1. Technology Integration 2. Daily Small Group Instruction 3. Afterschool programs 4. Regular progress monitoring using Structured Literacy programming 	<ol style="list-style-type: none"> 1. School-Wide PBIS 2. Use of common assessments. 3. Use of classroom mobile devices to implement a wide variety of web-based supplemental independent practice programs for all students (Tier 1). These may include: Lexia, Reading Eggs, Zearn, Happy Numbers, Accelerated Reading. Data is used to inform instruction. 5. Students scoring below the core level (Tier 2) will utilize tools for additional practice with the classroom teacher and with the mobile device centers. 6. Students receiving SPED services, will be seen in small group for reading in addition to core reading group, using multisensory and highly engaging strategies. 7. Students receiving SPED services, will utilize the IReady program. 8. Students scoring below the core level will be referred to the school's afterschool program, Camp Casey, for additional support in reading using a different approach. 9. Bi-monthly progress monitoring will be completed by staff members using the Literacy Program assessment. 10. Weekly Parent Communication 	<p>PBIS document</p> <p>student assessments</p> <p>time logs</p> <p>Observation</p> <p>MAP data</p> <p>Classroom Data</p> <p>Intervention Rosters</p> <p>Progress Monitoring data</p> <p>Tech Program Data</p> <p>walk thru data</p> <p>IMPACT Survey</p>		<p>Title I</p> <p>Allocated</p> <p>21st Century</p>

4: Growth

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 21.5% of all K-2 students will demonstrate proficiency in order to raise our Gap Score by 20% in Mathematics by Spring 2022 as measured by a score of Proficient or Distinguished on the Spring 2022 MAP.	<ol style="list-style-type: none"> 1. Continue implementation with fidelity of EngageNY/Eureka Math Curriculum. 2. Increased use of manipulatives in daily math lessons. 3. Continued implementation of RTI tiered interventions. 4. Technology Integration 5. After-School Referrals 6. Parent Communication 7. Family Engagement -Math 	<ol style="list-style-type: none"> 1. Purchase any needed manipulatives and monitoring of classroom use. 2. Small group and technology interventions as shown in Goals 1 and 2. 3. Mathseeds, Zearn 4. Camp Casey 5. Parent contacts, visits, conferences, events, trainings 6. Admin monthly meeting with grade levels. 7. Educate families about the power of attendance thru social media, classroom newsletters, personal letters and contacts. 	<p>Receipt of workbooks Observations Lesson Plans MAP data Tech Program data Sign In Sheets Student Engagement newsletters</p>		<p>Textbook Funds Title I Allocated Funds 21st Century FRC</p>
Objective 2: 37.8 % of all K-2 students will demonstrate proficiency in order to raise our Gap Score in Reading by 20% by Spring 2022 as measured by a score of Proficient or Distinguished on the Spring 2022 MAP.	<ol style="list-style-type: none"> 1. Combined implementation of SRA Reading Mastery curriculum with fidelity, guided reading, literacy centers. 2. Continued implementation of RTI tiered interventions. 3. Technology Integration 4. Afterschool Referrals 5. Parent Communication 6. Family Engagement-Reading 	<ol style="list-style-type: none"> 1. Reading instruction through small groups using RFR guided reading, and targeted literacy centers. 2. Small group interventions as indicated in Goals 1 and 2. 3. Lexia, Reading Eggs, Zearn, Accelerated Reader, Arthur. 4. Camp Casey 5. Parent contacts, visits, conferences, events, trainings 	<p>Observation Lesson Plans Rosters Tech Program Data MAP Data Sign In Sheets</p>		<p>Title I 21st Century Textbook Funds FRC</p>

Technology Resources https://docs.google.com/document/d/1BrQluGPpR-JaPitZ86hj_6U67vKY5SG2GqJlvkss5RM/edit?usp=sharing

Title One Component Report <https://drive.google.com/file/d/1feovrWrOzUYrajArQ1DIK7XoEPu2Vmfy/view?usp=sharing>

DATA

May 2021 Faculty Survey Results: #1 priority is building a positive school culture. #2 priority is meeting the needs of all students.





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Table of Contents

<u>2021-22 Phase Three: Executive Summary for Schools</u>	3
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2021-22 Phase Three: Executive Summary for Schools

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?

ACPC is a preschool thru 2nd grade school nestled in the beautiful hills of south central Kentucky, surrounded by farmland, riverbeds, and plenty of open space. As a Title 1 school with a 78.9% of out 660 students are economically disadvantaged, we strive to infuse a sense of pride and responsibility in our students and their families. 24.4% of our students receive SPED services; 6.3% are targeted for PTP. We have a county kindergarten readiness rate of 29.1%, we collaborate with local agencies to educate families on the importance of education and early intervention. Adair County is 2 hours from any major city, thus isolating many students from language developing experiences. The effects of COVID over the past 2 years have taken a negative toll on student progress; increasing behavioral needs as well as dramatically decreasing academic growth.

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.

ACPC's purpose is to enable our students to lead in school and life. Our mission is for all students to exit ACPC with foundational literacy and math skills to continue as confident and successful learners. ACPC values our 3 R's: show respect, have responsibility, and be ready to learn. By developing strong relationships and focusing on social-emotional learning as well as academic targets, goal setting, and celebrating growth, we enable our students to acquire skills needed to become leaders in the community now and in the future. Although COVID has negatively impacted our growth rate, it has not stopped it. Our school, on track in math growth due to the adoption of Engage New York, hours of staff professional development, and time to implement, has made great strides in our students' math development. In 2018, school culture was targeted for improvement, and then reading program development. In June, 2021, staff were finally able to receive in person training as well as small group and one on one assistance as we implemented our new reading program which staff had input into building. In September, 2021, we began using structured literacy to grow students' literacy development. This includes daily Heggerty, Orton-Gillingham based phonics, active engagement, daily assessments, fluid reading groups, active and targeted literacy centers, daily writing and reading,

daily read alouds with comprehension focuses, vertical and horizontal teamwork, and a revamped intervention team and with that a more intricate intervention plan. Each ACPC child is met at their level and expected to grow at a rigorous rate. We celebrate all growth including academic, social, attendance, in various ways. We have developed incentives to attend on Mondays and Fridays such as 'caught being good' ticket recognition on Monday's and Joke Day on Friday's. We recognize a student of the month, students sit in the ACPC Cafe when they've showed progress, kindness, cooperation, various reasons that pinpoint need and growth. Classes are awarded weekly trophy rights for improved attendance. Our intervention team, classroom teachers, FRC, counselor, principal, make calls and home visits to encourage school-family relationships. Parents are encouraged to stay in communication with the school, even with continued COVID restrictions. Summative scores are shared three times a year with teachers sharing weekly feedback and as needed info. We are continuing to improving our image to the community thru positive media and increasing community involvement.

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.

We currently provide free breakfast and lunch to all students. The importance of school attendance has also been a target for the past 4 years with ACPC attendance rates averaged at 95%, and a high rate of chronic absenteeism. We continue to work to encourage families and students to want to be at school with multiple pieces to our attendance program, including recognitions and chronic absenteeism and potential chronic absenteeism family contacts. Our September 2021 - December 2021 K-2 attendance percentages have improved to 91.4%. Lindsey Wilson College partners with us to support our 21st Century Camp Casey after school program but has only recently been able to be in the building to continue that programming. Our Camp Casey program has an history of excellence and strong impact and is a strong link to our students' growth as well as a needed assistance to working families. Over the past 4 years, our staff has worked to build local community trust and support to build bridges of opportunities for students throughout the year with events, relational, and financial support. Our staff have been awarded multiple small grants to encourage environmental education.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Additional Information

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

It is our continued goal to provide a positive educational experience for EVERY child. We want to build on our partnership with families and the community, educate our teachers and families on the importance of the home/school connection, and build a strong math and literacy foundation, as we meet the needs of all students beyond proficiency. Within the next year, we expect to see a marked increase in all student reading growth. With that growth we will see an increase in student confidence across the curriculum. We continue to strive to improve our instructional plan to fit the needs of Adair County's children because we know the significance of early success. Success begins at ACPC!

Attachment Summary

Attachment Name	Description	Associated Item(s)
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