

The Allen Consolidated Schools Compact Team convened in September which consisted of administration, board members, teachers, and community members (parents). It was determined to continue with the school improvement goal of improving state testing results in the area of math and reading. Previous goals for school improvement were discussed and remain important to the district and these goals include: 1) Improving reading comprehension across the K-12 Curriculum by being a reading first school. 2) Providing access by all students to the internet in each classroom has been accomplished and staff is continuing to work on utilizing technology in their instruction. 3) School climate to enhance the learning opportunities for students, manage interpersonal relationships, and establish positive core values and self-worth. 4) Organizing and improving K-12 student assessment procedures to improve student achievement. The district remains committed to the training of all teachers in the APL teaching and classroom management model. Students are allowed opportunities to learn within a traditional setting with the teacher in the classroom as well as on-line learning through programs such as apex, distance learning classes, college level courses offered through local colleges. 5) Increase achievement scores in the area of math and reading according to the state assessments.

	2014-2015 Proficiency % NeSA	2015-2016 Proficiency % NeSA	2016-2017 Proficiency % NeSA/ACT	2017-2018 Proficiency % NSCAS/ACT	2018-2019 Proficiency %
Elementary Math	76%	78%	73%	39%	
Elementary Reading	71%	83%	37%	40%	
Secondary Math	64%	66%	72%	62%	
Secondary Reading	69%	71%	24%	25%	
Overall Math	72%	74%	73%	51%	
Overall Reading	71%	73%	31%	33%	

Allen Consolidated Schools regularly invites parents to participate in the school. We designate portions of the newsletter to tell parents that they can be active members of the school committees. Parents are continually encouraged to volunteer time at the school and partake in individual class activities. Attendance at curricular and extra-curricular activities is encouraged and welcome. We ask the community to come into the building on special occasions like Veterans Day and different holidays to talk to the students about the community and their views on those occasions. Administration is sending out regular reminders to families about how to encourage their students to succeed academically and socially. Administration is constantly checking in with students on grades and how to do better in classes.

Teachers adapt their curriculum to meet the diverse needs of each class they teach. Current, research-based strategies addressing identified areas of need are tied to current school improvement efforts per Rule 10 accreditation and federal guidelines. Strategies in place include peer assessing, peer tutoring, small group activities, visual aids, oral discussions, and differentiated instruction strategies. All teachers within the district implement APL strategies and classroom management techniques. All teachers provide assistance before or after school to students in need of additional homework assistance or skills building activities. Before and after school tutoring is conducted by the high school principal. Students failing two or more core classes are strongly encouraged to attend before or after school for additional help. All teachers provide assistance before or after school to students in need of additional homework assistance or skills building activities. The district provides summer school for students in grades K-9 who fail one or more core classes. Ongoing curriculum alignment aids in student achievement and attainment of school improvement goals. Students who have failed courses needed for graduation, or high ability learners are given opportunities to complete APEX online courses. The following is the current school improvement goals for the district; Increase District achievement in math and reading.

The most recent means of assessing needs include reviewing student performance on NSCAS, MAP, teacher assessment, and AIMSweb assessments. The district schedules and conducts a conference (in-service day) after assessments have been administered, wherein, teachers and administrators partake in discussion regarding curriculum enhancement in accordance with student performance trend lines. Teachers are encouraged to reflect upon curriculum enhancement during periodic school improvement meetings, where they also review current assessment data and discuss ways to help 'at-risk' students obtain greater academic success. The Student Assistance Team/RTI/MTSS team meets twice a month to review students failing courses and to determine if sufficient progress is being made. If the student is making little progress, the current intervention is changed. If interventions are deemed unsuccessful, the team discusses whether a Special Education evaluation is necessary to determine the student's needs. NSCAS and MAP results are also used during school improvement meetings to determine whether curriculum changes are necessary. Teachers also meet on in-service days to discuss curriculum alignment in correlation with standards and how classroom instruction can assist students in meeting standards.

The goal for meeting student academic needs is to use data to track student achievement through the use of assessments (Aims Web and Maps) and to provide researched based interventions to help students close achievement gaps. Researched based interventions that are currently being used include Sound Partners, Early Reading Intervention, Accelerated Reader, Saxon Math, Incremental Math Rehearsal, Rewards, Pirate Math and Aims Web Weekly Probes. Students who qualify for the interventions have a 25 minute block of time that is used for interventions. If they qualify both in reading and math they have 50 minutes blocked during the day for specific interventions and direct instruction. Every week students are progress monitored through the Aims Web Plus. Teams meet and discuss the data from the weekly progress data points and make determinations if the students are closing the achievement gap, if there needs to be a change in the intervention, or if students need to go to a different level of support. Data is plotted from the weekly monitoring and shared with the team on

a shared google document. Decision rules are in place to help the team make decisions when meeting and discussing student achievement. Federal funds are used to support this program by paying for an interventionist who can work with these students. Technology is needed to provide the assessments and to track the weekly progress of the students receiving interventions. Researched based are continuously needed to provide specific help to the students who are struggling.

Staff are encouraged to and required to in some instances to attend seminars, workshops, and conferences as available. All levels of staff are encouraged to participate in research-based professional activities. Professional development opportunities are made available to the staff and actively promoted. During each in-service day, the staff receives training from administration, other staff, or ESU personnel. Staff development activities are provided for all certified and non-certified staff. Optional opportunities are prioritized based on relevance to School Improvement goals, improvement of instruction, and assessment practices designed to improve student performance on the Nebraska Academic Standards. During in-service days, assessment results are reviewed and curriculum adaptations/strategies are discussed that promote higher achievement for all students, particularly those who have not performed well on assessments. Curriculum alignment is also discussed in conjunction with school improvement efforts. All teachers are actively involved in the school improvement process and are continually encouraged to attend workshops/trainings regarding the interpretation of results and how to make assessment a valuable component of progress monitoring and student achievement. The state department of education as well as the local education service unit are relied upon to provide training to the staff and to make sure that the training/professional development is evidence based.