



# **Comprehensive School Improvement Plan**

Paint Lick Elementary School  
Garrard County

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## **Introduction**

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	The Copy of School Equity Diagnostic is completed with data that show 75% of teachers have certification above Bachelor's.	Equity_Diagnostic PLES 2017

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

The data shows that we have 4.04% of student population are ELL which is a slight decrease in the population.

The percentage of teachers that are out of field is 0%. 75% of teachers have Certifications above Bachelor's Degree. The population of minority students is 10.40%.

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

The identified trends show that all teachers are Highly Qualified and that 3/4's of the teachers have Certifications above Bachelor's which is good since several veteran teachers have retired in the last 5 years. The minority population is 10.04% which is a trend showing that we are becoming a slightly more diverse population.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	I have uploaded the School Equity Goal Data.	Copy of School_Equity_Goals Report.xlsx



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

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

OR

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

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

## Goal 1:

Increase the averaged combined reading and math percentage of students scoring Proficient/Distinguished from 54.1 in 2015-16 to 62.1 in 2016-17.

## Measurable Objective 1:

collaborate to increase the combined reading and math percentage of students scoring P/D from 54.1% in 2015-16 to 62.1 by 05/31/2017 as measured by KPREP..

## Strategy1:

Instruction/Intervention - Teachers will target students not performing at the Proficient Level in Reading and Math. Teachers will focus on implementing evidence based strategies to improve student achievement in Reading and Math. Monthly RTI Meetings will be scheduled with RTI staff discussing students and monitoring progress. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills. Data Boards will be kept with each classroom monitoring and tracking students progress on MAP Tests.

Category: Professional Learning & Support

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series." Moby Max, Easy CBM, Study Island.

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will provide support for students who have barriers to learning including socio-economic, family engagement and health issues.	Other - Removing Barriers to Learning	08/01/2016	06/15/2017	\$1000 - FRYSC	Family Resource Center staff, principal, teachers

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Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Reading and Math. There will be a RTI pullout program utilized based on our RTI 30-60-90 plan. Interventions will take place both in the classroom and in the RTI room.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers and Title I/RTI Staff.

## Goal 2:

Increase the combined reading and math proficiency of the non-duplicated gap group from 43.4 in 2015-16 to 58.5 in 2016-17.

### Measurable Objective 1:

collaborate to increase parent involvement in supporting school's efforts to improve student achievement by 05/31/2017 as measured by Unbridled Learning calculation..

### Strategy1:

Response to Intervention - Response to Intervention will occur according to the district and school Rtl plan. Students will receive Tier I and Tier 2 intervention in the regular classroom. MAP data and classroom assessment data will be tracked to recommend students for pull out Tier 3 services. The Rtl team will track student progress to determine next steps for students in Rtl.

Category: Continuous Improvement

Research Cited: Response to Intervention is a nationally recongized model for intervening for students who are not on grade level.

Activity - RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school Rtl team will meet periodically to make placement decisions about students recommended for intervention by grade level PLC members and school administrators/teachers.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Rtl team, teachers, principals, District support staff

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet periodically in grade level groups to systematically review student assessment data and make decisions about students needing intervention.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, District Support Staff

### Strategy2:

Parental Communication - Parents will be included in multiple activities to involve them in the education of their child.

Category:

Research Cited:

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and utillize data from parent surveys to help improve student achievement.	Parent Involvement	09/11/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

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Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades bi-weekly and make parental contact immediately if a student is failing to meet expectations. Home visits and/or conferences will be made by staff to at-risk students and their guardians before the end of the first nine weeks.. School wide Parent Teacher Conferences will be scheduled in January. Individual conferences will be scheduled throughout the year.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselors

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use district website, Parent Portal from Infinite Campus, local newspaper, email, phone calls, home visits, and newsletters to communicate with parents/guardians about school activities and student information.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Positive Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete and document positive contacts through Infinite Campus with a minimum of at least once each semester with the guardian of the students in each classroom.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselor

Activity - Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contacts, including phone calls and conferences, will be made by school/district staff to at-risk students and their guardians.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

## Measurable Objective 2:

demonstrate a proficiency in Math by improving accountability-Gap of proficient/distinguished from 32.4 to 45 by 05/31/2017 as measured by K-Prep.

## Strategy1:

Interventions - Teachers will target students in the free/reduced meal program who are not succeeding throughout the school year. Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC meetings and staff meetings to find ways to meet those students' weaknesses.

Category: Continuous Improvement

Research Cited: Research based strategies will be used from the Comprehensive Guide to Tiered Instruction.

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Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will update the information on the data boards after each MAP test. Students scoring below proficiency will be discussed at PLC meetings.	Professional Learning	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Special Ed. Teachers, Support Staff

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following computer programs will be used to help identify struggling students : Study Island, MAP results, Easy CBM, Reading Eggs, Moby Max. Data will be analyzed during PLC meetings.	Academic Support Program	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Principal, Support Staff

### Goal 3:

K-3 Reading and Math Proficiency

### Measurable Objective 1:

A 15% increase of Third grade students will demonstrate a proficiency as evident on K-Prep in Reading by 05/31/2017 as measured by K-Prep.

### Strategy1:

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers

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Activity - Reteaching/Individualized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0 - Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers

## Goal 4:

All students at Paint Lick Elementary School will show academic gain in Math with 70% becoming Proficient in Reading and Math.

### Measurable Objective 1:

70% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in grade specific common core standards in Mathematics by 05/31/2017 as measured by Map data and KPREP results..

### Strategy1:

Math Interventions/Small Group/Individual Tutoting - Teachers will target students in the Free/Reduced-Price Meals subpopulation not succeeding throughout the school year. Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC Meetings and Faculty Meetings to find ways to meet those students weaknesses. Formative and Summative Assessments: K-Prep, Map data, and Study Island information will be used to identify student weaknesses to plan accordingly.

Category: Continuous Improvement

Research Cited: Research-based Strategies will be used to provide instructional activities to best meet each student's level and needs. RTI policy will procedures will be implemented and consistently monitored.

Activity - Review/Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given extra support when not successfully completing Constructive and Open Response questions in Mathematics.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff, Volunteers

Activity - Study Island Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Islands Math program will be provided for students daily work with each student's progress linked to NWEA which places each student at their own level based upon Map data.	Technology	08/17/2015	05/31/2017	\$1600 - General Fund	Teachers

Activity - Basic Math Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math facts will be part of daily instruction.	Direct Instruction	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers

## Goal 5:

Highly Qualified Teachers

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## Measurable Objective 1:

collaborate to recruit Highly Qualified Teachers by 05/31/2016 as measured by all teachers having Highly Qualified Status.

### Strategy1:

Recruitment of Teachers - Applicants will apply online with the District's Talent Ed program and/or on KDE's website. Applicants will be screened with only those most qualified being interviewed. An interviewing committee will conduct interviews as listed in the school's SBDM Policy. the most Highly Qualified applicant will be selected. Once selected the school will provide support and guidance to insure the new teacher is successful which will help retain the teacher.

Category: Continuous Improvement

Research Cited: Highly Qualified Teacher requirements, Site Base Council Hiring Policy

Activity - Recruitment of Highly Qualified Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will select the most Highly Qualified Teacher through the interviewing process. Through KTIP, PLC's and PGP's the principal and peer mentors will help/support the teacher be successful and want to stay at the school in future years.	Recruitment and Retention	08/10/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Site Base Council

## Goal 6:

All teachers at Paint Lick Elementary School are Highly Qualified.

## Measurable Objective 1:

collaborate to select Highly Qualified Teachers by 05/31/2016 as measured by all teachers having Highly Qualified Status.

### Strategy1:

Teacher Selection - When a certified teaching position is vacant, the job will be posted on the District's Talent Ed application program online and the position will be posted on KDE's website. Applicants will be screened by a committee and interviews will be set up to select the best certified candidate.

Category: Continuous Improvement

Research Cited: Highly Qualified status requirements are used to select teachers.

Activity - Teacher Selection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher applicants must apply online through the school's Talent Ed or KDE's website. The interviewing committee will select the most qualified applicant through the interviewing process by following the Site Base Council Policy.	Other - Selection process for hiring new teachers.	08/10/2015	06/30/2017	\$0 - No Funding Required	Principal, Teacher, Parent



# **Phase I - The Missing Piece**



## **Introduction**

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

## **Stakeholders**

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

Faculty, Staff and Parents

## Relationship Building

Overall Rating: 3.43

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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: 3.43

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

**Decision Making**

Overall Rating: 3.14

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	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.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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

**Advocacy**

Overall Rating: 3.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 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).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished



## Learning Opportunities

Overall Rating: 3.17

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

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

## Community Partnerships

Overall Rating: 3.5

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

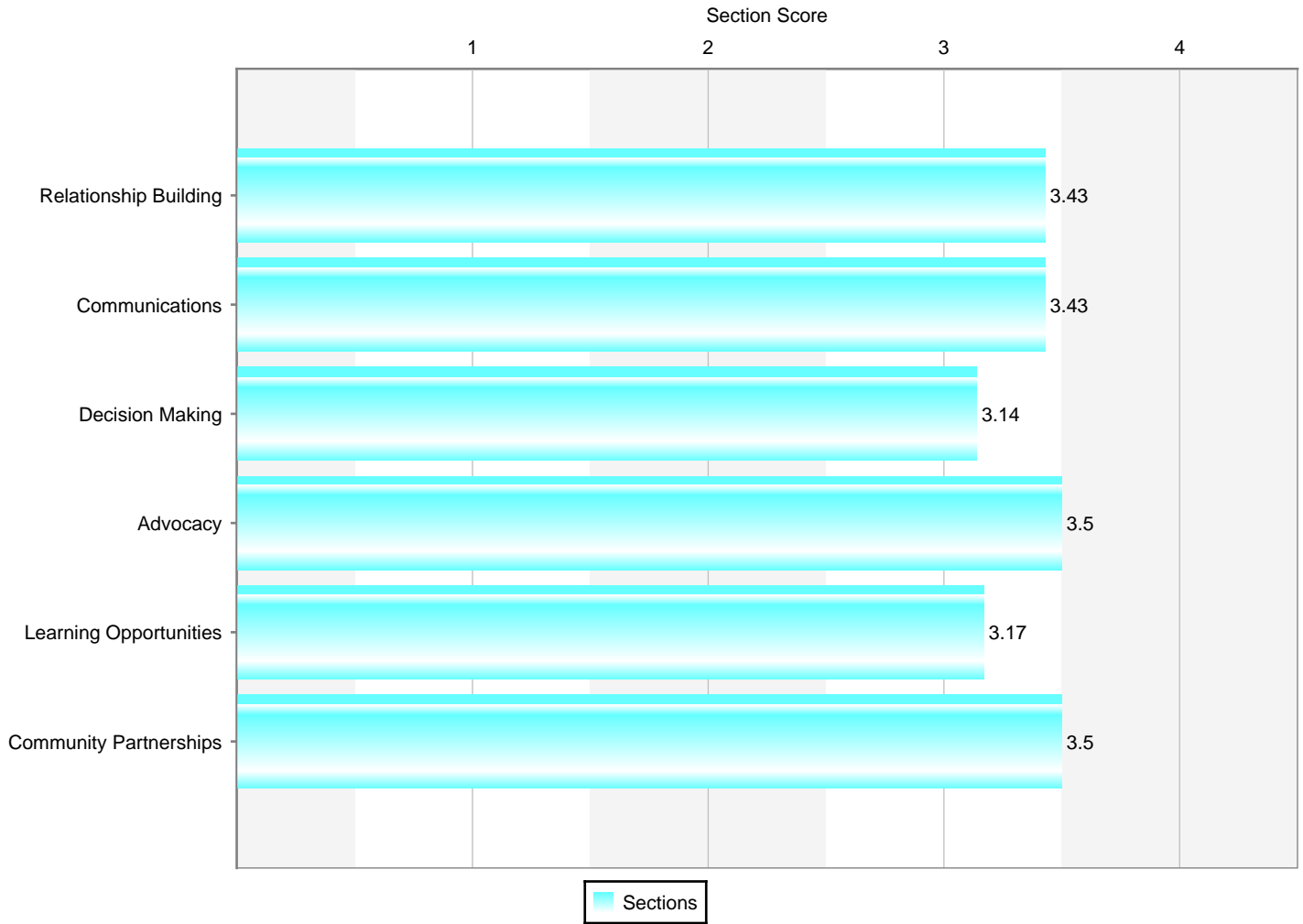
## Reflection

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

The school has a good working relationship with parents. Teachers send a weekly newsletter home and the principal has a monthly calendar that goes home with each student. The district and school websites have student achievement information along with Family Resource Youth Service Centers contact information. The local churches are supportive to the school community and provide support for families with special needs. Many community leaders are invited into the school as special guests to read to students and talk about their career. The Site Base Council has a Title I Parent Involvement Policy and a Parent-Teacher Compact where each teacher and parent sign an agreement to work together and promote what is best for students. Family Night is held twice yearly where parents can do activities with their children and talk with teachers. A parent representative serves on the district calendar committee and the district's Comprehensive Improvement Planning. Yearly surveys are given to parents about the school-parent communications and gives parents a way to voice concerns or give opinions.

## 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.**

Data was analyzed by faculty and the Site Base Council prior to completing the Comprehensive School Improvement Plan. The School Report Card, KPREP scores and the Annual Title I Program Evaluations were used as resources for making decisions.

The Annual Title I Program Evaluations Survey was given to parents at the end of the 2015-2016 school year to parents. Those results have been reviewed and discussed.

During PLC Meetings student data was discussed with ways of improving student achievement with ideas included in the CSIP.

The school participated in the Kentucky School Safety Assessment during the 2016 Fall Semester. Surveys were given to all parents and to students in grades 4-5. Results were tabulated by the Kentucky Center for School Safety and included in a school report which was shared with staff for improvements in school environment and school safety.

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

Parents were involved with the Annual Title I Evaluations Survey with paper copies sent home for parents to respond. The school encouraged participation in the survey:

1. 98% said yes, they have been invited to attend training/conferences to help their child succeed in school.
2. 98% responded yes, that they have received communications with suggestions on how to help and support their child's learning at home.
3. 93% responded yes, they are aware of Kentucky's standards and goals for the school and how the staff is working to achieve these goals.
4. 100% responded yes, they have received clear and timely information regarding their child's academic progress.
5. 85% responded yes, they are aware when the school council holds its meetings.
6. 88% responded yes, they have the opportunity to give input regarding school policies.
7. 98% responded they received a copy of the school-parent compact.
8. 83% responded yes, they were invited to attend the meeting to work on/revise the school-parent compact.
9. 98% responded yes, they received a copy of the School Parent Involvement Policy.
10. 85% responded yes, they were notified of the meeting to evaluate the school's Parent Involvement Policy.
11. 99% responded yes, meetings were held at a convenient time of the day.
12. 99% responded yes, they were kept well informed of the activities at the school.
13. 100% responded yes, opportunity has been provided for parents to communicate with principals and other administrative staff.
14. 100% responded yes, that the principal and staff have been supportive and willing to help in providing a variety of learning opportunities for their child.

Other questions: 99% responded yes that their child felt comfortable about coming to school and that they themselves felt comfortable and welcome at the school. 100% responded that they felt comfortable volunteering at the school.

Parents on the Site Base Council reviewed the KPREP data and made recommendations to be included in the school's improvement plan.

Teachers participated in Data Day to analyzed student data from KPREP with suggestions and recommendations given to improve student SY 2016-2017

achievement and be included in the Comprehensive School Improvement Plan.

**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 reviewed and approved by the School's Site Base Council and the school's faculty.

The plan is also present to the Board of Education and is posted on the school's website. Parent are informed about the final improvement being available online at [www.garrard.kyschools.us](http://www.garrard.kyschools.us).

The school and Site Base Council do reviews and checks systematically. The Site Base Council Meetings are listed on the parents monthly calendar sent home to parents. All parents are notified by paper copies sent home to about the opportunity to run for parent representative on the Site Base Council. Site Base Council agendas and minutes are posted for parents and staff.



# **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

What are our areas of success and what are our areas of needs? Which specific groups are identified as needing improvement?

The data tells us the following:

\*Our performance score is 75. Our school is ranked as Distinguished.

\* Our gap scores are the following:

Reading- no gap +7.6 above the state average, math -10.1 compared to state, social studies is +43 above the state average, writing is +6.9 above the state, language mechanics +26.9 above the state.

Growth scores are the following:

Reading is + 4.6 from previous year, math is +1.5, social studies is over 100% as last year, writing is -6.2, language mechanics is +5.1 growth .

\*The overall content scores were above the state average in Reading, Writing, Language Mechanics, and Social Studies.

\*Reading is 5.6 points above the state: Females outscored males by 19.1%; Free and Reduced students were 8.3 points above the state; Gap groups were 7.0 points above the state.

\*Math is 5.4 points below the state.; 3rd grade Math was 4 points above the state; 4th grade Math was 12.9 pts. below the state; 5th grade was 8.1 below the state; 3rd grade Males outperformed the state by 3.7% points; 4th grade males are 22.2 below the state, and 5th grade males are 15.9 below the state.

3rd grade females are 4.9 above the state, 4th grade females are 4.1 below the state, and 5th grade females is 2.1 above the state. The Gap Group for math is below the state by 5.4 points.

\*Social Studies NAPD calculation is 100 and the P/D score is 34.3 points above the state. The P/D score in Social Studies is 92.0 . Females outscored the males by 41.2 points. The Gap Group was 40.0 points above the state.

\*Writing is 3 points below the state. Females outscored the males 2.65 points in Writing. The Gap Group were above the state by 3.9 points.

\*Language Mechanics P/D is 27.7 points above the state. The males were 29 points above the state. Females scored higher than males by 9 points and are 25.8 above the state. Free and Reduced is well above the state. The Gap Group is 27.8 points above the state.

\*The data/information does not give us any Science scores. Also, some grades did not have enough students with Disability or migrant or LEP to make a sub group.

## **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?**

In all subject areas students scored above state average except math. All students exceeded growth in all areas from the previous year except 4th grade math. Overall math grew 1.5 points. Language Mechanics showed 5.1 growth from last year. Social Studies NAPD was 100% for the second year in a row. Reading improved by 4.6 points over the previous year. To sustain these areas of strength we are implementing 30-60-90 Days Plan in the areas of Writing, RTI and Instructional Strategies.. We have redesigned our PLC's to allow teachers to share data and teaching strategies. We have implemented continuous scheduling for RTI Meetings that will allow us to meet individual student needs. Writing training will allow for more school wide approach to teach on- demand writing. New Reading series, 'JOURNEYS' is continuing with teachers receiving training for successful implementation. Go Math is the math series used for instruction along with Study Island, Moby Max and one on one, small group instruction. Program Reviews are being improved and fine tuned with emphasis on cultural experiences and knowledge of a foreign language. Our Readers Are Leaders program has been expanded to include guest readers sharing information about their careers. The school has a monthly career theme. Attendance continues to improve.

## **Opportunities for Improvement**

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

There is a discrepancy in achievement between boys and girls in Reading and Math. 4th and 5th grade Math is below the state average.

The area of writing needs improvement. This is being addressed through a school and district literacy team.

To improve boys' interest in Reading, the new reading series has high interest stories and leveled readers to meet student needs. We have a male staff member working with students in 4th and 5th grade Math. A male teacher assists with Writing practice which helps male students see the importance of writing in everyday life.

The librarian is making an intentional effort to stock the library with high interest books male students will enjoy.

The KAGAN strategies are being implemented to keep males more engaged and interested. This gives males more opportunities to move and improve engagement in the learning tasks.

To improve Math- students work individualized Math in the Computer Lab 3 days weekly. The lowest performing students in math are receiving RTI daily. There is a daily intervention class in the morning from 7:30-8:00. Students work on Study Island during this time which individualizes math instruction.

## Conclusion

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

**NEXT STEPS:**

- \*Implement the 30-60-90 day plans.
- \*Continually reviewing MAP data to monitor progress/DATA Boards updated and discussed during PLC's.
- \*Continue the PLC process.
- \*Continue to improve the RTI process.
- \*Continue emphasis on Writing at all levels.
- \*Collect Writing data periodically to monitor student growth.
- \*Continue Walkthroughs and give teacher's feedback for improvement.
- \*Make teachers more aware of the discrepancy between male and females in all subjects.
- \*Math achievement, although showing progress, is still below the state average in 4th and 5th grades.
- \*We will continue to support Math teachers at all levels and emphasize more rigor and relevance with Math skills at all grade levels.
- \*Continue to build on the groundwork that has been laid in the past on school culture and climate.

# **Plan for Closing Achievement Gap 2016-17**

## **Overview**

### **Plan Name**

Plan for Closing Achievement Gap 2016-17

### **Plan Description**

Goals selected will be those which directly relate to closing the achievement gap among our schools non-duplicated gap group students.



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math percentage of students scoring Proficient/Distinguished from 55.1 to 60%.	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$17200
2	Increase Proficiency among Gap Groups.	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$0
3	K-3 Reading and Math Proficiency	Objectives: 3 Strategies: 2 Activities: 6	Academic	\$500

## Goal 1: Increase the averaged combined reading and math percentage of students scoring Proficient/Distinguished from 55.1 to 60%.

### Measurable Objective 1:

collaborate to increase the combined reading and math percentage of students scoring P/D from 55.1% to 60% by 05/31/2017 as measured by KPREP..

### Strategy 1:

Response To Intervention - Teachers will target students not performing at the Proficient Level in Reading and Math. Teachers will focus on implementing evidence based strategies to improve student achievement in Reading and Math. Monthly RTI Meetings will be scheduled with RTI staff discussing students and monitoring progress. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills. Data Boards will be kept with each classroom monitoring and tracking students progress on MAP Tests.

Category: Professional Learning & Support

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series." Moby Max, Easy CBM, Study Island.

Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Reading and Math. There will be a RTI pullout program utilized based on our RTI 30-60-90 plan. Interventions will take place both in the classroom and in the RTI room.	Academic Support Program	09/07/2015	05/31/2017	\$0	No Funding Required	Regular Education Teachers, Special Education Teachers and Title I/RTI Staff.

Activity - Assessment probes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island Assessment probes will be developed and assigned for all sub-skills indicated on either MAP or Study Island. Moby MAX and Easy CBM programs and data will also be used.	Academic Support Program	09/07/2015	05/31/2017	\$1200	General Fund	Regular Education Teachers, Title I/RTI staff and all support staff.

Activity - Reading/English Language Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Paint Lick Elementary School

Constructive Response and Open Response questions will be assigned weekly. Overt responses will also be used to guide instruction. Short answer questions will be included on tests. Support staff will teach/reinforce vocabulary. Common Assessments will be used to monitor student growth during the year.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Regular Education Teachers, Special Education Teachers, and Title I Support Staff.
<b>Activity - Math</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
KASC Core Academic Standards Checklist will be used to plan instruction with assessment ongoing. Constructive response and open response questions will be practiced weekly. Students will be pulled for multiplication facts, 6 digit #subtraction problems using borrowing and 6 digit #addition problems using carrying. Assistants will work on basic math fact fluency in all grades. MAP, Study Island, Moby Max, Easy CBM will be technology tools used to support students.	Academic Support Program	08/10/2015	05/31/2017	\$0	No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Support Staff, Community Volunteers, Americorp
<b>Activity - Technology Improvement</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Two computer labs will be utilized to support school schedule so all classrooms can complete academic lab work daily. We also have 15 Tablets for students to use daily. 17 more Tablets have been ordered. Reading Eggs and Math Seeds are available for Kindergarten through First grades to work daily during lab classes. Grades 2-5 have Study Island Reading and Math to work on at their level during lab classes. Moby Max and Easy CBM are used for RTI and available during computer lab classes.	Technology	08/17/2015	05/31/2017	\$16000	General Fund	Principal, Teachers, Technology Coordinator
<b>Activity - Sight Words</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Sight word drills with Instructional Assistants will occur daily.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Instructional Assistants, Americorp
<b>Activity - Standards Checklist</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
KASC Core Academic Standards Checklist will be used to guide instruction for all grades.	Direct Instruction	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principal, Instructional Assistants, Support Staff

## Comprehensive School Improvement Plan

Paint Lick Elementary School

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessments and Overt Response Checks will be ongoing for Reading and Math. (Reading Test weekly.) Summative Assessments will be given as Unit Test. Common Assessments will be given to all grade levels twice a year. The results will be analyzed at grade level PLC Meetings and during district grade meetings.	Direct Instruction	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principal
Activity - Monitoring instructional practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district and school will support and monitor math and literacy instructional practices in these two focus areas to determine student engagement and effectiveness. 100 Walkthroughs will be completed during the Fall and also during the Spring semester. Teachers will receive feedback from each Walkthrough. Kagan strategies are being implemented during the year and also Rutherford's Artisan Teacher Themes are being implemented and noted during Walkthroughs. We will use Study Island, MAP test, and Easy CBM data to monitor progress. Discussion of progress will be held during PLCs by grade level.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	District Support Staff, Principal, Math and Literacy Teams

## Goal 2: Increase Proficiency among Gap Groups.

### Measurable Objective 1:

collaborate to increase parent involvement in supporting school's efforts to improve student achievement by 05/31/2017 as measured by Unbridled Learning calculation..

### Strategy 1:

Parental Communication - Parents will be included in multiple activities to involve them in the education of their child.

Category:

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review grades bi-weekly and make parental contact immediately if a student is failing to meet expectations. Home visits and/or conferences will be made by staff to at-risk students and their guardians before the end of the first nine weeks.. School wide Parent Teacher Conferences will be scheduled in January. Individual conferences will be scheduled throughout the year.	Parent Involvement	08/12/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals, Counselors
Activity - Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Paint Lick Elementary School

Contacts, including phone calls and conferences, will be made by school/district staff to at-risk students and their guardians.	Parent Involvement	08/12/2015	05/31/2017	\$0	No Funding Required	Principal, Teachers, Counselors
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Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and utilize data from parent surveys to help improve student achievement.	Parent Involvement	09/11/2015	05/31/2017	\$0	No Funding Required	Principal, Teachers, Counselors

Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will use district website, Parent Portal from Infinite Campus, local newspaper, email, phone calls, home visits, and newsletters to communicate with parents/guardians about school activities and student information.	Parent Involvement	08/17/2015	05/31/2017	\$0	No Funding Required	Principal, Teachers, Counselor

Activity - Positive Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete and document positive contacts through Infinite Campus with a minimum of at least once each semester with the guardian of the students in each classroom.	Parent Involvement	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals, Counselor

### Measurable Objective 2:

demonstrate a proficiency in Math by improving accountability-Gap of proficient/distinguished from 32.4 to 45 by 05/31/2017 as measured by K-Prep.

### Strategy 1:

Interventions - Teachers will target students in the free/reduced meal program who are not succeeding throughout the school year.

Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC meetings and staff meetings to find ways to meet those students' weaknesses.

Category: Continuous Improvement

Research Cited: Research based strategies will be used from the Comprehensive Guide to Tiered Instruction.

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The following computer programs will be used to help identify struggling students : Study Island, MAP results, Easy CBM, Reading Eggs, Moby Max. Data will be analyzed during PLC meetings.	Academic Support Program	08/11/2014	05/31/2017	\$0	General Fund	Teachers, Principal, Support Staff

Activity - Data Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Paint Lick Elementary School

Teachers will update the information on the data boards after each MAP test. Students scoring below proficiency will be discussed at PLC meetings.	Professional Learning	08/11/2014	05/31/2017	\$0	General Fund	Teachers, Special Ed. Teachers, Support Staff
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### Goal 3: K-3 Reading and Math Proficiency

#### Measurable Objective 1:

A 25% increase of Kindergarten, First, Second and Third grade students will demonstrate a proficiency by the third screening in English Language Arts by 05/31/2017 as measured by MAP Assessments.

#### Strategy 1:

Measure of Academic Progress - Support staff will assess each Kindergartener once per year using the BRIGANCE assessment. The Measure of Academic Progress Test (MAP) will be used to monitor the development of early literacy and early reading skills along with math skills three times per year.

Category: Continuous Improvement

Research Cited: Brigance/Measure of Academic Progress

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten, First, Second and Third Grades will take the MAP Assessments: Measure of Academic Progress, 3 times per year in the computer lab. Reading and Math will be assessed for K-3. Third Grade will also test Language Usage using MAP as the assessment measure.	Academic Support Program	08/11/2014	05/31/2017	\$0	No Funding Required	Teachers

Activity - Reading and Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and Math Common Assessments will be given consistently with individual results analyzed and interventions planned for students not performing at grade level.	Academic Support Program	08/11/2014	05/31/2017	\$500	District Funding	Teachers, Support Staff, District Staff

Activity - Easy CBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Easy CBM individualized computer program will be used with students in Rtl to monitor growth and effectiveness of strategy.	Academic Support Program	08/11/2014	05/31/2017	\$0	No Funding Required	Teachers, Special Ed. Staff

#### Measurable Objective 2:

A 15% increase of Third grade students will demonstrate a proficiency as evident on K-Prep in Reading by 05/31/2017 as measured by K-Prep.

**Comprehensive School Improvement Plan**

Paint Lick Elementary School

**(shared) Strategy 1:**

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0	No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers

Activity - Reteaching/Individualized Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0	Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0	No Funding Required	Teachers, Support Staff

**Measurable Objective 3:**

A 20% increase of Third grade students will demonstrate a proficiency in Number Operation fluency and Understanding Fractions as numbers in Mathematics by 05/31/2016 as measured by K-Prep.

**(shared) Strategy 1:**

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Paint Lick Elementary School

Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0	No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers
<b>Activity - Reteaching/Individualized Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0	Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers
<b>Activity - Math Manipulatives</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0	No Funding Required	Teachers, Support Staff



## 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
Reading and Math Assessments	Reading and Math Common Assessments will be given consistently with individual results analyzed and interventions planned for students not performing at grade level.	Academic Support Program	08/11/2014	05/31/2017	\$500	Teachers, Support Staff, District Staff
<b>Total</b>					\$500	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reteaching/Individualized Instruction	Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading/English Language Activities	Constructive Response and Open Response questions will be assigned weekly. Overt responses will also be used to guide instruction. Short answer questions will be included on tests. Support staff will teach/reinforce vocabulary. Common Assessments will be used to monitor student growth during the year.	Academic Support Program	08/17/2015	05/31/2017	\$0	Regular Education Teachers, Special Education Teachers, and Title I Support Staff.

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Parental Communication	Teachers will review grades bi-weekly and make parental contact immediately if a student is failing to meet expectations. Home visits and/or conferences will be made by staff to at-risk students and their guardians before the end of the first nine weeks. School wide Parent Teacher Conferences will be scheduled in January. Individual conferences will be scheduled throughout the year.	Parent Involvement	08/12/2015	05/31/2017	\$0	Teachers, Principals, Counselors
Monitoring instructional practices	The district and school will support and monitor math and literacy instructional practices in these two focus areas to determine student engagement and effectiveness. 100 Walkthroughs will be completed during the Fall and also during the Spring semester. Teachers will receive feedback from each Walkthrough. Kagan strategies are being implemented during the year and also Rutherford's Artisan Teacher Themes are being implemented and noted during Walkthroughs. We will use Study Island, MAP test, and Easy CBM data to monitor progress. Discussion of progress will be held during PLCs by grade level.	Academic Support Program	08/17/2015	05/31/2017	\$0	District Support Staff, Principal, Math and Literacy Teams
Contact	Contacts, including phone calls and conferences, will be made by school/district staff to at-risk students and their guardians.	Parent Involvement	08/12/2015	05/31/2017	\$0	Principal, Teachers, Counselors
Standards Checklist	KASC Core Academic Standards Checklist will be used to guide instruction for all grades.	Direct Instruction	08/17/2015	05/31/2017	\$0	Teachers, Principal, Instructional Assistants, Support Staff
Academic Interventions and Support	Provide interventions in small, flexible groups for identified students not performing at Proficiency in Reading and Math. There will be a RTI pullout program utilized based on our RTI 30-60-90 plan. Interventions will take place both in the classroom and in the RTI room.	Academic Support Program	09/07/2015	05/31/2017	\$0	Regular Education Teachers, Special Education Teachers and Title I/RTI Staff.
Easy CBM	Easy CBM individualized computer program will be used with students in Rtl to monitor growth and effectiveness of strategy.	Academic Support Program	08/11/2014	05/31/2017	\$0	Teachers, Special Ed. Staff
Math	KASC Core Academic Standards Checklist will be used to plan instruction with assessment ongoing. Constructive response and open response questions will be practiced weekly. Students will be pulled for multiplication facts, 6 digit #subtraction problems using borrowing and 6 digit #addition problems using carrying. Assistants will work on basic math fact fluency in all grades. MAP, Study Island, Moby Max, Easy CBM will be technology tools used to support students.	Academic Support Program	08/10/2015	05/31/2017	\$0	Regular Education Teachers, Special Education Teachers, Title I Support Staff, Community Volunteers, Americorp

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Parent Involvement	Review and utilize data from parent surveys to help improve student achievement.	Parent Involvement	09/11/2015	05/31/2017	\$0	Principal, Teachers, Counselors
Individual/Small Group Assistance	Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers
Sight Words	Sight word drills with Instructional Assistants will occur daily.	Academic Support Program	08/17/2015	05/31/2017	\$0	Teachers, Instructional Assistants, Americorp
Positive Contacts	All teachers will complete and document positive contacts through Infinite Campus with a minimum of at least once each semester with the guardian of the students in each classroom.	Parent Involvement	08/17/2015	05/31/2017	\$0	Teachers, Principals, Counselor
Communications	Will use district website, Parent Portal from Infinite Campus, local newspaper, email, phone calls, home visits, and newsletters to communicate with parents/guardians about school activities and student information.	Parent Involvement	08/17/2015	05/31/2017	\$0	Principal, Teachers, Counselor
MAP	Kindergarten, First, Second and Third Grades will take the MAP Assessments: Measure of Academic Progress, 3 times per year in the computer lab. Reading and Math will be assessed for K-3. Third Grade will also test Language Usage using MAP as the assessment measure.	Academic Support Program	08/11/2014	05/31/2017	\$0	Teachers
Assessments	Formative Assessments and Overt Response Checks will be ongoing for Reading and Math. (Reading Test weekly.) Summative Assessments will be given as Unit Test. Common Assessments will be given to all grade levels twice a year. The results will be analyzed at grade level PLC Meetings and during district grade meetings.	Direct Instruction	08/17/2015	05/31/2017	\$0	Teachers, Principal
Math Manipulatives	Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0	Teachers, Support Staff
<b>Total</b>					\$0	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Boards	Teachers will update the information on the data boards after each MAP test. Students scoring below proficiency will be discussed at PLC meetings.	Professional Learning	08/11/2014	05/31/2017	\$0	Teachers, Special Ed. Teachers, Support Staff

**Comprehensive School Improvement Plan**

Paint Lick Elementary School

Assessments	The following computer programs will be used to help identify struggling students : Study Island, MAP results, Easy CBM, Reading Eggs, Moby Max. Data will be analyzed during PLC meetings.	Academic Support Program	08/11/2014	05/31/2017	\$0	Teachers, Principal, Support Staff
Assessment probes	Study Island Assessment probes will be developed and assigned for all sub-skills indicated on either MAP or Study Island. Moby MAX and Easy CBM programs and data will also be used.	Academic Support Program	09/07/2015	05/31/2017	\$1200	Regular Education Teachers, Title I/RTI staff and all support staff.
Technology Improvement	Two computer labs will be utilized to support school schedule so all classrooms can complete academic lab work daily. We also have 15 Tablets for students to use daily. 17 more Tablets have been ordered. Reading Eggs and Math Seeds are available for Kindergarten through First grades to work daily during lab classes. Grades 2-5 have Study Island Reading and Math to work on at their level during lab classes. Moby Max and Easy CBM are used for RTI and available during computer lab classes.	Technology	08/17/2015	05/31/2017	\$16000	Principal, Teachers, Technology Coordinator
<b>Total</b>					<b>\$17200</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

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	RTI continues to improve, Kagan strategies are being implemented, and Rutherford Artisan Themes are practiced by the staff. teacher continue to implement the core academic program using the new reading series (Journeys) and the Go math series along with the curriculum documents designed by grade level groups.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Kindergarten readiness is sponsored by the Family Resource Center. Home visits are conducted by the preschool teachers.	

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	Research based strategies include: Kagan strategies, RTI interventions, reading recovery, Rutherford Artisan Teacher themes, Study Island, Reading Eggs, Math Seeds, Accelerated Reader, Moby Max, among others.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Talent Ed software program allows administrators to quickly view and select Highly Qualified Applicant. The SBDM Council Consultation is followed to fill teacher vacancies.	

# Comprehensive School Improvement Plan

Paint Lick Elementary School

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	The Title I Director and the Chief Financial Officer oversee these funds and expenditures.	

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	The school has Parent Involvement Night annually. Grandparents and parents come in for visits and special days. There is a parent movie night often to involve parents with their students.	

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

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	The school PD plan includes KAGAN training, and training to ensure reading and math instruction are being implemented with RTI measures for at risk students. Teachers will be trained to address the new science standards and new science assessments, and the school PBIS team will receive additional training in addressing tiered fidelity.	

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 plan is reviewed periodically to see if changes are needed.	

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	A comprehensive needs assessment is conducted each data day. This year the school data day was October 7, 2016. All students are considered Title I students in our school wide program.	



# Comprehensive School Improvement Plan

Paint Lick Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Kagan, LLI used for RTI, Reading Recovery, Study Island, Reading Eggs, Math Seeds, Moby Max, Easy CBM	

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.	N/A	The school is not Targeted Assistance.	

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	ESS, Americorps, Special Education, Coordination of Instructional funds to purchase new instructional materials.	

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.	N/A	A Title I School wide program is in place at our school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A	Paraprofessionals are highly qualified and work within the school wide 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.	N/A	Paint Lick School is a school wide Title I program.	

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	N/A	Paint Lick School is a school wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A	Paint Lick School is a school wide Title I program.	

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.	N/A	Paint Lick School is a school wide Title I program. All students are identified as Title I students.	

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	SBDM Council reviews and approves the CDIP.	

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	The CSIP can be found on the district website at <a href="http://www.garrard.kyschools.us">www.garrard.kyschools.us</a>	

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

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

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

# Comprehensive School Improvement Plan

Paint Lick Elementary School

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

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

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

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

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

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

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the averaged combined reading and math percentage of students scoring Proficient/Distinguished from 54.1 in 2015-16 to 62.1 in 2016-17.

**Measurable Objective 1:**

collaborate to increase the combined reading and math percentage of students scoring P/D from 54.1% in 2015-16 to 62.1 by 05/31/2017 as measured by KPREP..

**Strategy1:**

Instruction/Intervention - Teachers will target students not performing at the Proficient Level in Reading and Math. Teachers will focus on implementing evidence based strategies to improve student achievement in Reading and Math. Monthly RTI Meetings will be scheduled with RTI staff discussing students and monitoring progress. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills. Data Boards will be kept with each classroom monitoring and tracking students progress on MAP Tests.

Category: Professional Learning & Support

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series." Moby Max, Easy CBM, Study Island.

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to plan instruction with assessment ongoing. Constructive response and open response questions will be practiced weekly. Students will be pulled for multiplication facts, 6 digit #subtraction problems using borrowing and 6 digit #addition problems using carrying. Assistants will work on basic math fact fluency in all grades. MAP, Study Island, Moby Max, Easy CBM will be technology tools used to support students.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Support Staff, Community Volunteers, Americorp

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessments and Overt Response Checks will be ongoing for Reading and Math. (Reading Test weekly.) Summative Assessments will be given as Unit Test. Common Assessments will be given to all grade levels and Grade Cam will be used to collect and analyze data.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Activity - Standards Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to guide instruction for all grades.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Assistants, Support Staff

Activity - Monitoring instructional practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and school will support and monitor math and literacy instructional practices in these two focus areas to determine student engagement and effectiveness. 100 Walkthroughs will be completed during the Fall and also during the Spring semester. Teachers will receive feedback from each Walkthrough. Kagan strategies are being implemented during the year and also Rutherford's Artisan Teacher Themes are being implemented and noted during Walkthroughs. We will use Study Island, MAP test, and Easy CBM data to monitor progress. Discussion of progress will be held during PLCs by grade level.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Principal, Math and Literacy Teams

Activity - Reading/English Language Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Constructive Response and Open Response questions will be assigned weekly. Overt responses will also be used to guide instruction. Short answer questions will be included on tests. Support staff will teach/reinforce vocabulary. Common Assessments will be used to monitor student growth during the year.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, and Title I Support Staff.

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight word drills with Instructional Assistants will occur daily.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Instructional Assistants, Americorp

Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Reading and Math. There will be a RTI pullout program utilized based on our RTI 30-60-90 plan. Interventions will take place both in the classroom and in the RTI room.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers and Title I/RTI Staff.

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will provide support for students who have barriers to learning including socio-economic, family engagement and health issues.	Other - Removing Barriers to Learning	08/01/2016	06/15/2017	\$1000 - FRYSC	Family Resource Center staff, principal, teachers

Activity - Assessment probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island Assessment probes will be developed and assigned for all sub-skills indicated on either MAP or Study Island. Moby MAX and Easy CBM programs and data will also be used.	Academic Support Program	08/01/2016	06/15/2017	\$1200 - General Fund	Regular Education Teachers, Title I/RTI staff and all support staff.

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two computer labs will be utilized to support school schedule so all classrooms can complete academic lab work daily. We also have 15 Tablets for students to use daily. 17 more Tablets have been ordered. Reading Eggs and Math Seeds are available for Kindergarten through First grades to work daily during lab classes. Grades 2-5 have Study Island Reading and Math to work on at their level during lab classes. Moby Max and Easy CBM are used for RTI and available during computer lab classes.	Technology	08/01/2016	06/15/2017	\$16000 - General Fund	Principal, Teachers, Technology Coordinator

## Goal 2:

Increase the combined reading and math proficiency of the non-duplicated gap group from 43.4 in 2015-16 to 58.5 in 2016-17.

### Measurable Objective 1:

collaborate to increase parent involvement in supporting school's efforts to improve student achievement by 05/31/2017 as measured by Unbridled Learning calculation..

### Strategy1:

Response to Intervention - Response to Intervention will occur according to the district and school Rtl plan. Students will receive Tier I and Tier 2 intervention in the regular classroom. MAP data and classroom assessment data will be tracked to recommend students for pull out Tier 3 services. The Rtl team will track student progress to determine next steps for students in Rtl.

Category: Continuous Improvement

Research Cited: Response to Intervention is a nationally recongized model for intervening for students who are not on grade level.

Activity - RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school Rtl team will meet periodically to make placement decisions about students recommended for intervention by grade level PLC members and school administrators/teachers.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Rtl team, teachers, principals, District support staff



# Comprehensive School Improvement Plan

Paint Lick Elementary School

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet periodically in grade level groups to systematically review student assessment data and make decisions about students needing intervention.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, District Support Staff

## Strategy2:

Parental Communication - Parents will be included in multiple activities to involve them in the education of their child.

Category:

Research Cited:

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and utilize data from parent surveys to help improve student achievement.	Parent Involvement	09/11/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

Activity - Positive Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete and document positive contacts through Infinite Campus with a minimum of at least once each semester with the guardian of the students in each classroom.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselor

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use district website, Parent Portal from Infinite Campus, local newspaper, email, phone calls, home visits, and newsletters to communicate with parents/guardians about school activities and student information.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades bi-weekly and make parental contact immediately if a student is failing to meet expectations. Home visits and/or conferences will be made by staff to at-risk students and their guardians before the end of the first nine weeks. School wide Parent Teacher Conferences will be scheduled in January. Individual conferences will be scheduled throughout the year.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselors

Activity - Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contacts, including phone calls and conferences, will be made by school/district staff to at-risk students and their guardians.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

# Comprehensive School Improvement Plan

Paint Lick Elementary School

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## Measurable Objective 2:

demonstrate a proficiency in Math by improving accountability-Gap of proficient/distinguished from 32.4 to 45 by 05/31/2017 as measured by K-Prep.

### Strategy1:

Interventions - Teachers will target students in the free/reduced meal program who are not succeeding throughout the school year. Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC meetings and staff meetings to find ways to meet those students' weaknesses.

Category: Continuous Improvement

Research Cited: Research based strategies will be used from the Comprehensive Guide to Tiered Instruction.

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will update the information on the data boards after each MAP test. Students scoring below proficiency will be discussed at PLC meetings.	Professional Learning	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Special Ed. Teachers, Support Staff

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following computer programs will be used to help identify struggling students : Study Island, MAP results, Easy CBM, Reading Eggs, Moby Max. Data will be analyzed during PLC meetings.	Academic Support Program	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Principal, Support Staff

## Goal 3:

K-3 Reading and Math Proficiency

## Measurable Objective 1:

A 15% increase of Third grade students will demonstrate a proficiency as evident on K-Prep in Reading by 05/31/2017 as measured by K-Prep.

### Strategy1:

Comprehension - Students will need much practice to make improvement with comprehension skills. The following tips will be taught for improving student comprehension skills: Sensory Imaging, Prior Knowledge, Making Inferences and Making Connections.

Category:

Research Cited: Effective Strategies and Practices for Third Grade Students

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Scott Foresman Reading materials and the Coach Books to teach reading comprehension. Students will be taught the following comprehension tips: 1. Sensory Imaging- to use the words to play a movie in their minds. 2. Prior Imaging-review prior knowledge of students before reading a story. Prepare by discussing what students may already know or have experienced about this particular topic. 3. Making Inferences-read between the lines. 4. Making Connections with the meaning of the text/3 kinds of connections with text: text-to-self, in which they connect the text with something else they have read and comprehended and text to-world, in which they connect the text with something that has happened in the world.	Direct Instruction	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

Activity - Sequential Order/Cause and Effect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus activities for students to determine Sequential Order-how events happen in order. Cause and Effect instruction will be emphasized for students to master the concept when one event causes another event to happen.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Teachers, Support Staff

## Strategy2:

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

Activity - Reteaching/Individualized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0 - Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers

Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers

# Comprehensive School Improvement Plan

Paint Lick Elementary School

## Measurable Objective 2:

A 20% increase of Third grade students will demonstrate a proficiency in Number Operation fluency and Understanding Fractions as numbers in Mathematics by 05/31/2016 as measured by K-Prep.

### Strategy1:

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

Activity - Reteaching/Individualized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0 - Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers

### Strategy2:

Number Operations - Students will work with numbers in a variety of ways to master an understanding of number meanings, abilities to represent quantities in multiple ways, recognize the magnitude of number, to know the relative effects of operating on numbers and to estimate and judge the reasonableness of quantitative results.

Students will have multiple opportunities to develop understanding of place value. Students will master multiplication facts and know how they are related to division and can use this to solve problems.

Category:

Research Cited:

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Activity - Number Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have multiple ways to learn multiplication facts to understand how they are related to division and can use this to solve problems. Lessons will focus on appropriate modeling, posing process questions and encouraging thinking about numbers. Understanding of place value will be expanded and students will practice reading, writing and working with large numbers.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Support Staff

Activity - Calendar Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily calendar activities will be used to give numbers real life meaning.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers

## Goal 4:

All students at Paint Lick Elementary School will show academic gain in Math with 70% becoming Proficient in Reading and Math.

### Measurable Objective 1:

70% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in grade specific common core standards in Mathematics by 05/31/2017 as measured by Map data and KPREP results..

### Strategy1:

Math Interventions/Small Group/Individual Tutoting - Teachers will target students in the Free/Reduced-Price Meals subpopulation not succeeding throughout the school year. Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC Meetings and Faculty Meetings to find ways to meet those students weaknesses. Formative and Summative Assessments: K-Prep, Map data, and Study Island information will be used to identify student weaknesses to plan accordingly.

Category: Continuous Improvement

Research Cited: Research-based Strategies will be used to provide instructional activities to best meet each student's level and needs. RTI policy will procedures will be implemented and consistently monitored.

Activity - Basic Math Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math facts will be part of daily instruction.	Direct Instruction	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers

Activity - Review/Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given extra support when not successfully completing Constructive and Open Response questions in Mathematics.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff, Volunteers

**Comprehensive School Improvement Plan**

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Activity - Study Island Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Islands Math program will be provided for students daily work with each student's progress linked to NWEA which places each student at their own level based upon Map data.	Technology	08/17/2015	05/31/2017	\$1600 - General Fund	Teachers

**Goal 5:**

1. All teachers at Paint Lick Elementary School will have common planning. 2. All teachers will have unlimited access to copiers.

**Measurable Objective 1:**

collaborate to provide common planning for teachers and insure teachers have unlimited access to copiers. by 08/10/2015 as measured by Master Schedules and teacher/principal discussions..

**Strategy1:**

Common Planning - \*The Master Schedule is planned so that all grade level teachers have common planning. This was implemented prior to the beginning of the 2015-2016 school year.

\*Teachers have unlimited access to copiers and copier paper. This was implemented at the beginning of the 2015-2016 school year.

Category: Continuous Improvement

Research Cited: \*Common Planning allows teachers to collaborate and support each other in lesson planning which will provide more time for understanding and implementing the KY Academic Standards

\*Teachers having unlimited access to copiers and copy paper provides teachers with more tools to provide effective instruction based upon the KY Academic Standards.

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate and support each other during common planning. Unlimited access to copiers and copy paper provides teachers with more resources to create more effective lessons.	Professional Learning	08/10/2015	05/31/2017	\$5000 - Other	Principal, Counselor, Teachers

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

**Goal 1:**

Increase the combined reading and math proficiency of the non-duplicated gap group from 43.4 in 2015-16 to 58.5 in 2016-17.

**Measurable Objective 1:**

collaborate to increase parent involvement in supporting school's efforts to improve student achievement by 05/31/2017 as measured by Unbridled Learning calculation..

# Comprehensive School Improvement Plan

Paint Lick Elementary School

## Strategy1:

Response to Intervention - Response to Intervention will occur according to the district and school RtI plan. Students will receive Tier I and Tier 2 intervention in the regular classroom. MAP data and classroom assessment data will be tracked to recommend students for pull out Tier 3 services. The RtI team will track student progress to determine next steps for students in RtI.

Category: Continuous Improvement

Research Cited: Response to Intervention is a nationally recognized model for intervening for students who are not on grade level.

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet periodically in grade level groups to systematically review student assessment data and make decisions about students needing intervention.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, District Support Staff

Activity - RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school RtI team will meet periodically to make placement decisions about students recommended for intervention by grade level PLC members and school administrators/teachers.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	RtI team, teachers, principals, District support staff

## Strategy2:

Parental Communication - Parents will be included in multiple activities to involve them in the education of their child.

Category:

Research Cited:

Activity - Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contacts, including phone calls and conferences, will be made by school/district staff to at-risk students and their guardians.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use district website, Parent Portal from Infinite Campus, local newspaper, email, phone calls, home visits, and newsletters to communicate with parents/guardians about school activities and student information.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselor

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades bi-weekly and make parental contact immediately if a student is failing to meet expectations. Home visits and/or conferences will be made by staff to at-risk students and their guardians before the end of the first nine weeks.. School wide Parent Teacher Conferences will be scheduled in January. Individual conferences will be scheduled throughout the year.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselors

Activity - Positive Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete and document positive contacts through Infinite Campus with a minimum of at least once each semester with the guardian of the students in each classroom.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselor

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and utilize data from parent surveys to help improve student achievement.	Parent Involvement	09/11/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

## Goal 2:

All students at Paint Lick Elementary School will show academic gain in Math with 70% becoming Proficient in Reading and Math.

## Measurable Objective 1:

70% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in grade specific common core standards in Mathematics by 05/31/2017 as measured by Map data and KPREP results..

## Strategy1:

Math Interventions/Small Group/Individual Tutoting - Teachers will target students in the Free/Reduced-Price Meals subpopulation not succeeding throughout the school year. Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC Meetings and Faculty Meetings to find ways to meet those students weaknesses. Formative and Summative Assessments: K-Prep, Map data, and Study Island information will be used to identify student weaknesses to plan accordingly.

Category: Continuous Improvement

Research Cited: Research-based Strategies will be used to provide instructional activities to best meet each student's level and needs. RTI policy will procedures will be implemented and consistently monitored.

Activity - Review/Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given extra support when not successfully completing Constructive and Open Response questions in Mathematics.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff, Volunteers



# Comprehensive School Improvement Plan

Paint Lick Elementary School

Activity - Study Island Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Islands Math program will be provided for students daily work with each student's progress linked to NWEA which places each student at their own level based upon Map data.	Technology	08/17/2015	05/31/2017	\$1600 - General Fund	Teachers

Activity - Basic Math Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math facts will be part of daily instruction.	Direct Instruction	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers

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

### Goal 1:

1. All teachers at Paint Lick Elementary School will have common planning. 2. All teachers will have unlimited access to copiers.

### Measurable Objective 1:

collaborate to provide common planning for teachers and insure teachers have unlimited access to copiers. by 08/10/2015 as measured by Master Schedules and teacher/principal discussions..

### Strategy1:

Common Planning - \*The Master Schedule is planned so that all grade level teachers have common planning. This was implemented prior to the beginning of the 2015-2016 school year.

\*Teachers have unlimited access to copiers and copier paper. This was implemented at the beginning of the 2015-2016 school year.

Category: Continuous Improvement

Research Cited: \*Common Planning allows teachers to collaborate and support each other in lesson planning which will provide more time for understanding and implementing the KY Academic Standards

\*Teachers having unlimited access to copiers and copy paper provides teachers with more tools to provide effective instruction based upon the KY Academic Standards.

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate and support each other during common planning. Unlimited access to copiers and copy paper provides teachers with more resources to create more effective lessons.	Professional Learning	08/10/2015	05/31/2017	\$5000 - Other	Principal, Counselor, Teachers

### Goal 2:

All preschoolers at Paint Lick Elementary School will have opportunities to become familiar with entering elementary school.

SY 2016-2017

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# Comprehensive School Improvement Plan

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## Measurable Objective 1:

collaborate to prepare preschoolers to enter elementary school by 05/31/2016 as measured by successful transition into kindergarten.

### Strategy1:

Early Childhood Transition into Kindergarten - Preschoolers will have Transition Visits to Kindergarten to meet teachers and staff and become more familiar with Kindergarten.

Home visits and contacts home by teachers help make transitions more successful.

All preschoolers are screened using the Brigance by the Kindergarten staff which helps students become more familiar with kindergarten teachers.

Category: Early Learning

Research Cited: Brigance

Activity - Kindergarten screening/Transition Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will be screened by Kindergarten teachers which will help students become more familiar with teachers and help teachers get to know and assess students for Kindergarten readiness. Preschoolers will have Transition Visits to Kindergarten.	Academic Support Program Other	05/09/2016	08/15/2016	\$0 - No Funding Required	Teachers

### Narrative:

All Kindergarteners were screened with the Brigance Assessment.

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

### Goal 1:

Increase the combined reading and math proficiency of the non-duplicated gap group from 43.4 in 2015-16 to 58.5 in 2016-17.

## Measurable Objective 1:

demonstrate a proficiency in Math by improving accountability-Gap of proficient/distinguished from 32.4 to 45 by 05/31/2017 as measured by K-Prep.

### Strategy1:

Interventions - Teachers will target students in the free/reduced meal program who are not succeeding throughout the school year.

Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC meetings and staff meetings to find ways to meet those students' weaknesses.

Category: Continuous Improvement

Research Cited: Research based strategies will be used from the Comprehensive Guide to Tiered Instruction.

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Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will update the information on the data boards after each MAP test. Students scoring below proficiency will be discussed at PLC meetings.	Professional Learning	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Special Ed. Teachers, Support Staff

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following computer programs will be used to help identify struggling students : Study Island, MAP results, Easy CBM, Reading Eggs, Moby Max. Data will be analyzed during PLC meetings.	Academic Support Program	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Principal, Support Staff

## Measurable Objective 2:

collaborate to increase parent involvement in supporting school's efforts to improve student achievement by 05/31/2017 as measured by Unbridled Learning calculation..

## Strategy1:

Response to Intervention - Response to Intervention will occur according to the district and school RtI plan. Students will receive Tier I and Tier 2 intervention in the regular classroom. MAP data and classroom assessment data will be tracked to recommend students for pull out Tier 3 services. The RtI team will track student progress to determine next steps for students in RtI.

Category: Continuous Improvement

Research Cited: Response to Intervention is a nationally recongized model for intervening for students who are not on grade level.

Activity - RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school RtI team will meet periodically to make placement decisions about students recommended for intervention by grade level PLC members and school administrators/teachers.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	RtI team, teachers, principals, District support staff

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet periodically in grade level groups to systematically review student assessment data and make decisions about students needing intervention.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, District Support Staff

## Strategy2:

Parental Communication - Parents will be included in multiple activities to involve them in the education of their child.

Category:

Research Cited:

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Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades bi-weekly and make parental contact immediately if a student is failing to meet expectations. Home visits and/or conferences will be made by staff to at-risk students and their guardians before the end of the first nine weeks.. School wide Parent Teacher Conferences will be scheduled in January. Individual conferences will be scheduled throughout the year.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselors

Activity - Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contacts, including phone calls and conferences, will be made by school/district staff to at-risk students and their guardians.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use district website, Parent Portal from Infinite Campus, local newspaper, email, phone calls, home visits, and newsletters to communicate with parents/guardians about school activities and student information.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and utilize data from parent surveys to help improve student achievement.	Parent Involvement	09/11/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

Activity - Positive Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete and document positive contacts through Infinite Campus with a minimum of at least once each semester with the guardian of the students in each classroom.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselor

## Goal 2:

Increase student proficiency in Reading and Math.

### Measurable Objective 1:

demonstrate a proficiency in Reading and Math by 05/31/2017 as measured by Map data, KPREP data and common assessments..

### Strategy1:

Reading Interventions - Students identified in the bottom five of each grade level will be receive RTI interventions to address weaknesses and improve student achievement. Students will work on their own level with Study Island as identified through Map data.

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Paint Lick Elementary School

Research Cited: NWEA

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive one on one instruction by Support Staff to reinforce and monitor student learning in Reading. Dolch words will be practiced along with phonics, phonemic awareness skills drilled and practiced daily by Support staff.	Direct Instruction	10/01/2014	05/31/2017	\$0 - No Funding Required	Americorp Member, ESS paraeducator, Instructional Assistants

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend computer class daily to work on Reading at their own level. The computerized program will teach each student ways to improve reading. MAP tests will be given 3 times yearly to monitor progress with the students. Easy CBM will be used also to track student progress.	Technology	10/01/2014	05/31/2017	\$3000 - School Council Funds	Teachers, Principal

### Goal 3:

All preschoolers at Paint Lick Elementary School will have opportunities to become familiar with entering elementary school.

### Measurable Objective 1:

collaborate to prepare preschoolers to enter elementary school by 05/31/2016 as measured by successful transition into kindergarten.

### Strategy1:

Early Childhood Transition into Kindergarten - Preschoolers will have Transition Visits to Kindergarten to meet teachers and staff and become more familiar with Kindergarten.

Home visits and contacts home by teachers help make transitions more successful.

All preschoolers are screened using the Brigance by the Kindergarten staff which helps students become more familiar with kindergarten teachers.

Category: Early Learning

Research Cited: Brigance

Activity - Kindergarten screening/Transition Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschoolers will be screened by Kindergarten teachers which will help students become more familiar with teachers and help teachers get to know and assess students for Kindergarten readiness. Preschoolers will have Transition Visits to Kindergarten.	Other Academic Support Program	05/09/2016	08/15/2016	\$0 - No Funding Required	Teachers

### Goal 4:

The overall novice in reading will be lowered from 12.6 to 6.3, in math novice will be lowered from 12.6 to 6.3, in social studies novice will drop from 4.0 to 2.0. writing will decrease from 12.0 to 6.0, and lang. mechanics will decrease to 3.0.

# Comprehensive School Improvement Plan

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## Measurable Objective 1:

50% of All Students will increase student growth to reduce novice students by 50 % in Reading by 05/31/2017 as measured by KPREP 2017 test.

## Strategy1:

decreasing novice in reading and math - Reading and math teachers will identify novice students and provide interventions and individualized support on a daily basis.

Category: Continuous Improvement

Research Cited: RTI is a research based intervention program. This school has a defined and well-practiced Rtl program.

Activity - Guest Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest readers are invited into the school to read and discuss the importance of reading for a successful career.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal and Community Members

Activity - Parent Involvement in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents come to the school to learn about the AR Program and observe the students taking the tests.	Parent Involvement Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, Parents

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs for novice students will include individualized instruction in the regular classroom, Moby Max, Study Island, tutoring, Reading Eggs in grades K-1 and Accelerated Reader, Go Math and RTI for math.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal

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 averaged combined reading and math percentage of students scoring Proficient/Distinguished from 54.1 in 2015-16 to 62.1 in 2016-17.

## Measurable Objective 1:

collaborate to increase the combined reading and math percentage of students scoring P/D from 54.1% in 2015-16 to 62.1 by 05/31/2017 as

# Comprehensive School Improvement Plan

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measured by KPREP..

## Strategy1:

Instruction/Intervention - Teachers will target students not performing at the Proficient Level in Reading and Math. Teachers will focus on implementing evidence based strategies to improve student achievement in Reading and Math. Monthly RTI Meetings will be scheduled with RTI staff discussing students and monitoring progress. Each teacher will work with a team member to identify specific strategies to implement with targeted students based on student goals and skills. Data Boards will be kept with each classroom monitoring and tracking students progress on MAP Tests.

Category: Professional Learning & Support

Research Cited: Research-based Strategies will be used from the Comprehensive Guide to Tiered Instruction, "Mentoring Minds, The Critical Thinking Series." Moby Max, Easy CBM, Study Island.

Activity - Standards Checklist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to guide instruction for all grades.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Assistants, Support Staff

Activity - Monitoring instructional practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district and school will support and monitor math and literacy instructional practices in these two focus areas to determine student engagement and effectiveness. 100 Walkthroughs will be completed during the Fall and also during the Spring semester. Teachers will receive feedback from each Walkthrough. Kagan strategies are being implemented during the year and also Rutherford's Artisan Teacher Themes are being implemented and noted during Walkthroughs. We will use Study Island, MAP test, and Easy CBM data to monitor progress. Discussion of progress will be held during PLCs by grade level.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	District Support Staff, Principal, Math and Literacy Teams

Activity - Technology Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two computer labs will be utilized to support school schedule so all classrooms can complete academic lab work daily. We also have 15 Tablets for students to use daily. 17 more Tablets have been ordered. Reading Eggs and Math Seeds are available for Kindergarten through First grades to work daily during lab classes. Grades 2-5 have Study Island Reading and Math to work on at their level during lab classes. Moby Max and Easy CBM are used for RTI and available during computer lab classes.	Technology	08/01/2016	06/15/2017	\$16000 - General Fund	Principal, Teachers, Technology Coordinator

# Comprehensive School Improvement Plan

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Activity - Academic Interventions and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide interventions in small, flexible groups for identified students not performing at Proficiency in Reading and Math. There will be a RTI pullout program utilized based on our RTI 30-60-90 plan. Interventions will take place both in the classroom and in the RTI room.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers and Title I/RTI Staff.

Activity - Sight Words	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sight word drills with Instructional Assistants will occur daily.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Instructional Assistants, Americorp

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessments and Overt Response Checks will be ongoing for Reading and Math. (Reading Test weekly.) Summative Assessments will be given as Unit Test. Common Assessments will be given to all grade levels and Grade Cam will be used to collect and analyze data.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal

Activity - Assessment probes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island Assessment probes will be developed and assigned for all sub-skills indicated on either MAP or Study Island. Moby MAX and Easy CBM programs and data will also be used.	Academic Support Program	08/01/2016	06/15/2017	\$1200 - General Fund	Regular Education Teachers, Title I/RTI staff and all support staff.

Activity - Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Core Academic Standards Checklist will be used to plan instruction with assessment ongoing. Constructive response and open response questions will be practiced weekly. Students will be pulled for multiplication facts, 6 digit #subtraction problems using borrowing and 6 digit #addition problems using carrying. Assistants will work on basic math fact fluency in all grades. MAP, Study Island, Moby Max, Easy CBM will be technology tools used to support students.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, Title I Support Staff, Community Volunteers, Americorp

Activity - Reading/English Language Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Constructive Response and Open Response questions will be assigned weekly. Overt responses will also be used to guide instruction. Short answer questions will be included on tests. Support staff will teach/reinforce vocabulary. Common Assessments will be used to monitor student growth during the year.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Regular Education Teachers, Special Education Teachers, and Title I Support Staff.



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Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will provide support for students who have barriers to learning including socio-economic, family engagement and health issues.	Other - Removing Barriers to Learning	08/01/2016	06/15/2017	\$1000 - FRYSC	Family Resource Center staff, principal, teachers

## Goal 2:

Increase the combined reading and math proficiency of the non-duplicated gap group from 43.4 in 2015-16 to 58.5 in 2016-17.

### Measurable Objective 1:

collaborate to increase parent involvement in supporting school's efforts to improve student achievement by 05/31/2017 as measured by Unbridled Learning calculation..

### Strategy1:

Parental Communication - Parents will be included in multiple activities to involve them in the education of their child.

Category:

Research Cited:

Activity - Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contacts, including phone calls and conferences, will be made by school/district staff to at-risk students and their guardians.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades bi-weekly and make parental contact immediately if a student is failing to meet expectations. Home visits and/or conferences will be made by staff to at-risk students and their guardians before the end of the first nine weeks.. School wide Parent Teacher Conferences will be scheduled in January. Individual conferences will be scheduled throughout the year.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselors

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use district website, Parent Portal from Infinite Campus, local newspaper, email, phone calls, home visits, and newsletters to communicate with parents/guardians about school activities and student information.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselor

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Activity - Positive Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete and document positive contacts through Infinite Campus with a minimum of at least once each semester with the guardian of the students in each classroom.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselor

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and utilize data from parent surveys to help improve student achievement.	Parent Involvement	09/11/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

## Strategy2:

Response to Intervention - Response to Intervention will occur according to the district and school RtI plan. Students will receive Tier I and Tier 2 intervention in the regular classroom. MAP data and classroom assessment data will be tracked to recommend students for pull out Tier 3 services. The RtI team will track student progress to determine next steps for students in RtI.

Category: Continuous Improvement

Research Cited: Response to Intervention is a nationally recognized model for intervening for students who are not on grade level.

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet periodically in grade level groups to systematically review student assessment data and make decisions about students needing intervention.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, District Support Staff

Activity - RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school RtI team will meet periodically to make placement decisions about students recommended for intervention by grade level PLC members and school administrators/teachers.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	RtI team, teachers, principals, District support staff

## Measurable Objective 2:

demonstrate a proficiency in Math by improving accountability-Gap of proficient/distinguished from 32.4 to 45 by 05/31/2017 as measured by K-Prep.

## Strategy1:

Interventions - Teachers will target students in the free/reduced meal program who are not succeeding throughout the school year. Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC meetings and staff meetings to find ways to meet those students' weaknesses.

Category: Continuous Improvement

Research Cited: Research based strategies will be used from the Comprehensive Guide to Tiered Instruction.

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Paint Lick Elementary School

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following computer programs will be used to help identify struggling students : Study Island, MAP results, Easy CBM, Reading Eggs, Moby Max. Data will be analyzed during PLC meetings.	Academic Support Program	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Principal, Support Staff

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will update the information on the data boards after each MAP test. Students scoring below proficiency will be discussed at PLC meetings.	Professional Learning	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Special Ed. Teachers, Support Staff

### Goal 3:

K-3 Reading and Math Proficiency

### Measurable Objective 1:

A 20% increase of Third grade students will demonstrate a proficiency in Number Operation fluency and Understanding Fractions as numbers in Mathematics by 05/31/2016 as measured by K-Prep.

### Strategy1:

Number Operations - Students will work with numbers in a variety of ways to master an understanding of number meanings, abilities to represent quantities in multiple ways, recognize the magnitude of number, to know the relative effects of operating on numbers and to estimate and judge the reasonableness of quantitative results.

Students will have multiple opportunities to develop understanding of place value. Students will master multiplication facts and know how they are related to division and can use this to solve problems.

Category:

Research Cited:

Activity - Calendar Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily calendar activities will be used to give numbers real life meaning.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers

Activity - Number Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have multiple ways to learn multiplication facts to understand how they are related to division and can use this to solve problems. Lessons will focus on appropriate modeling, posing process questions and encouraging thinking about numbers. Understanding of place value will be expanded and students will practice reading, writing and working with large numbers.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Support Staff

# Comprehensive School Improvement Plan

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## Strategy2:

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers

Activity - Reteaching/Individualized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0 - Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

## Measurable Objective 2:

A 15% increase of Third grade students will demonstrate a proficiency as evident on K-Prep in Reading by 05/31/2017 as measured by K-Prep.

## Strategy1:

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers

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Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

Activity - Reteaching/Individualized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0 - Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers

## Strategy2:

Comprehension - Students will need much practice to make improvement with comprehension skills. The following tips will be taught for improving student comprehension skills: Sensory Imaging, Prior Knowledge, Making Inferences and Making Connections.

Category:

Research Cited: Effective Strategies and Practices for Third Grade Students

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Scott Foresman Reading materials and the Coach Books to teach reading comprehension. Students will be taught the following comprehension tips: 1. Sensory Imaging- to use the words to play a movie in their minds. 2. Prior Imaging-review prior knowledge of students before reading a story. Prepare by discussing what students may already know or have experienced about this particular topic. 3. Making Inferences-read between the lines. 4. Making Connections with the meaning of the text/3 kinds of connections with text: text-to-self, in which they connect the text with something else they have read and comprehended and text to-world, in which they connect the text with something that has happened in the world.	Direct Instruction	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

Activity - Sequential Order/Cause and Effect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus activities for students to determine Sequential Order-how events happen in order. Cause and Effect instruction will be emphasized for students to master the concept when one event causes another event to happen.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Teachers, Support Staff

## Goal 4:

Increase student proficiency in Reading and Math.

## Measurable Objective 1:

# Comprehensive School Improvement Plan

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demonstrate a proficiency in Reading and Math by 05/31/2017 as measured by Map data, KPREP data and common assessments..

## Strategy1:

Reading Interventions - Students identified in the bottom five of each grade level will be receive RTI interventions to address weaknesses and improve student achievement. Students will work on their own level with Study Island as identified through Map data.

Category: Continuous Improvement

Research Cited: NWEA

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend computer class daily to work on Reading at their own level. The computerized program will teach each student ways to improve reading. MAP tests will be given 3 times yearly to monitor progress with the students. Easy CBM will be used also to track student progress.	Technology	10/01/2014	05/31/2017	\$3000 - School Council Funds	Teachers, Principal

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive one on one instruction by Support Staff to reinforce and monitor student learning in Reading. Dolch words will be practiced along with phonics, phonmemic awareness skills drilled and practiced daily by Support staff.	Direct Instruction	10/01/2014	05/31/2017	\$0 - No Funding Required	Americorp Member, ESS paraeducator, Instructional Assistants

## Goal 5:

The overall novice in reading will be lowered from 12.6 to 6.3, in math novice will be lowered from 12.6 to 6.3, in social studies novice will drop from 4.0 to 2.0. writing will decrease from 12.0 to 6.0, and lang. mechanics will decrease to 3.0.

## Measurable Objective 1:

50% of All Students will increase student growth to reduce novice students by 50 %. in Reading by 05/31/2017 as measured by KPREP 2017 test.

## Strategy1:

decreasing novice in reading and math - Reading and math teachers will identify novice students and provide interventions and individualized support on a daily basis.

Category: Continuous Improvement

Research Cited: RTI is a research based intervention program. This school has a defined and well-practiced Rtl program.

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Activity - Parent Involvement in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents come to the school to learn about the AR Program and observe the students taking the tests.	Academic Support Program Parent Involvement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, Parents

Activity - Guest Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest readers are invited into the school to read and discuss the importance of reading for a successful career.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal and Community Members

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs for novice students will include individualized instruction in the regular classroom, Moby Max, Study Island, tutoring, Reading Eggs in grades K-1 and Accelerated Reader, Go Math and RTI for math.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

Increase the combined reading and math proficiency of the non-duplicated gap group from 43.4 in 2015-16 to 58.5 in 2016-17.

**Measurable Objective 1:**

collaborate to increase parent involvement in supporting school's efforts to improve student achievement by 05/31/2017 as measured by Unbridled Learning calculation..

**Strategy1:**

Response to Intervention - Response to Intervention will occur according to the district and school Rtl plan. Students will receive Tier I and Tier 2 intervention in the regular classroom. MAP data and classroom assessment data will be tracked to recommend students for pull out Tier 3 services. The Rtl team will track student progress to determine next steps for students in Rtl.

Category: Continuous Improvement

Research Cited: Response to Intervention is a nationally recongized model for intervening for students who are not on grade level.

Activity - RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school Rtl team will meet periodically to make placement decisions about students recommended for intervention by grade level PLC members and school administrators/teachers.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Rtl team, teachers, principals, District support staff

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Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet periodically in grade level groups to systematically review student assessment data and make decisions about students needing intervention.	Professional Learning	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, District Support Staff

## Strategy2:

Parental Communication - Parents will be included in multiple activities to involve them in the education of their child.

Category:

Research Cited:

Activity - Positive Contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete and document positive contacts through Infinite Campus with a minimum of at least once each semester with the guardian of the students in each classroom.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselor

Activity - Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contacts, including phone calls and conferences, will be made by school/district staff to at-risk students and their guardians.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors

Activity - Parental Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review grades bi-weekly and make parental contact immediately if a student is failing to meet expectations. Home visits and/or conferences will be made by staff to at-risk students and their guardians before the end of the first nine weeks.. School wide Parent Teacher Conferences will be scheduled in January. Individual conferences will be scheduled throughout the year.	Parent Involvement	08/12/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselors

Activity - Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will use district website, Parent Portal from Infinite Campus, local newspaper, email, phone calls, home visits, and newsletters to communicate with parents/guardians about school activities and student information.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and utilize data from parent surveys to help improve student achievement.	Parent Involvement	09/11/2015	05/31/2017	\$0 - No Funding Required	Principal, Teachers, Counselors



# Comprehensive School Improvement Plan

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## Measurable Objective 2:

demonstrate a proficiency in Math by improving accountability-Gap of proficient/distinguished from 32.4 to 45 by 05/31/2017 as measured by K-Prep.

### Strategy1:

Interventions - Teachers will target students in the free/reduced meal program who are not succeeding throughout the school year. Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC meetings and staff meetings to find ways to meet those students' weaknesses.

Category: Continuous Improvement

Research Cited: Research based strategies will be used from the Comprehensive Guide to Tiered Instruction.

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following computer programs will be used to help identify struggling students : Study Island, MAP results, Easy CBM, Reading Eggs, Moby Max. Data will be analyzed during PLC meetings.	Academic Support Program	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Principal, Support Staff

Activity - Data Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will update the information on the data boards after each MAP test. Students scoring below proficiency will be discussed at PLC meetings.	Professional Learning	08/11/2014	05/31/2017	\$0 - General Fund	Teachers, Special Ed. Teachers, Support Staff

## Goal 2:

K-3 Reading and Math Proficiency

## Measurable Objective 1:

A 15% increase of Third grade students will demonstrate a proficiency as evident on K-Prep in Reading by 05/31/2017 as measured by K-Prep.

### Strategy1:

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

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Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers

Activity - Reteaching/Individualized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0 - Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

## Strategy2:

Comprehension - Students will need much practice to make improvement with comprehension skills. The following tips will be taught for improving student comprehension skills: Sensory Imaging, Prior Knowledge, Making Inferences and Making Connections.

Category:

Research Cited: Effective Strategies and Practices for Third Grade Students

Activity - Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Scott Foresman Reading materials and the Coach Books to teach reading comprehension. Students will be taught the following comprehension tips: 1. Sensory Imaging- to use the words to play a movie in their minds. 2. Prior Imaging-review prior knowledge of students before reading a story. Prepare by discussing what students may already know or have experienced about this particular topic. 3. Making Inferences-read between the lines. 4. Making Connections with the meaning of the text/3 kinds of connections with text: text-to-self, in which they connect the text with something else they have read and comprehended and text to-world, in which they connect the text with something that has happened in the world.	Direct Instruction	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

Activity - Sequential Order/Cause and Effect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus activities for students to determine Sequential Order-how events happen in order. Cause and Effect instruction will be emphasized for students to master the concept when one event causes another event to happen.	Direct Instruction	08/11/2014	05/15/2015	\$0 - No Funding Required	Teachers, Support Staff

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## Measurable Objective 2:

A 20% increase of Third grade students will demonstrate a proficiency in Number Operation fluency and Understanding Fractions as numbers in Mathematics by 05/31/2016 as measured by K-Prep.

### Strategy1:

Interventions - Students will be targeted with strategies to improve skills needed for improving student achievement.

Category:

Research Cited: Response to Interventions

Activity - Reteaching/Individualized Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title Teacher, Paraeducator, Americorp, Community Ed Volunteers will reteach concepts and work with students individually. Students will also be instructed in small groups for RTI if identified.	Academic Support Program	08/11/2014	05/31/2017	\$0 - Title I Schoolwide	Title Teacher, ESS Paraeducator, AMERICORP Member, Community Volunteers

Activity - Individual/Small Group Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will provide small group and/or individual interventions for students reading below grade level according to Study Island and MAP Assessment data. We will also use the 30-60-90 plan for RTI.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, AMERICORP Member, ESS Paraeducator, Community Volunteers

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math manipulatives will be used to introduce a new standard as evident in lesson plans and walkthroughs. Teachers will also use ideas given by Renee Yates from KDE.	Academic Support Program	08/11/2014	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff

### Strategy2:

Number Operations - Students will work with numbers in a variety of ways to master an understanding of number meanings, abilities to represent quantities in multiple ways, recognize the magnitude of number, to know the relative effects of operating on numbers and to estimate and judge the reasonableness of quantitative results.

Students will have multiple opportunities to develop understanding of place value. Students will master multiplication facts and know how they are related to division and can use this to solve problems.

Category:

Research Cited:

Activity - Calendar Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily calendar activities will be used to give numbers real life meaning.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers

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Activity - Number Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have multiple ways to learn multiplication facts to understand how they are related to division and can use this to solve problems. Lessons will focus on appropriate modeling, posing process questions and encouraging thinking about numbers. Understanding of place value will be expanded and students will practice reading, writing and working with large numbers.	Direct Instruction	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Support Staff

### Goal 3:

All students at Paint Lick Elementary School will show academic gain in Math with 70% becoming Proficient in Reading and Math.

### Measurable Objective 1:

70% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in grade specific common core standards in Mathematics by 05/31/2017 as measured by Map data and KPREP results..

### Strategy1:

Math Interventions/Small Group/Individual Tutoting - Teachers will target students in the Free/Reduced-Price Meals subpopulation not succeeding throughout the school year. Teachers will focus on interventions to address academic gaps among this group. Teachers will collaborate and plan during PLC Meetings and Faculty Meetings to find ways to meet those students weaknesses. Formative and Summative Assessments: K-Prep, Map data, and Study Island information will be used to identify student weaknesses to plan accordingly.

Category: Continuous Improvement

Research Cited: Research-based Strategies will be used to provide instructional activities to best meet each student's level and needs. RTI policy will procedures will be implemented and consistently monitored.

Activity - Basic Math Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math facts will be part of daily instruction.	Direct Instruction	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers

Activity - Review/Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given extra support when not successfully completing Constructive and Open Response questions in Mathematics.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Support Staff, Volunteers

Activity - Study Island Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Islands Math program will be provided for students daily work with each student's progress linked to NWEA which places each student at their own level based upon Map data.	Technology	08/17/2015	05/31/2017	\$1600 - General Fund	Teachers

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## Goal 4:

The overall novice in reading will be lowered from 12.6 to 6.3, in math novice will be lowered from 12.6 to 6.3, in social studies novice will drop from 4.0 to 2.0. writing will decrease from 12.0 to 6.0, and lang. mechanics will decrease to 3.0.

## Measurable Objective 1:

50% of All Students will increase student growth to reduce novice students by 50 %. in Reading by 05/31/2017 as measured by KPREP 2017 test.

## Strategy1:

decreasing novice in reading and math - Reading and math teachers will identify novice students and provide interventions and individualized support on a daily basis.

Category: Continuous Improvement

Research Cited: RTI is a research based intervention program. This school has a defined and well-practiced Rtl program.

Activity - Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention programs for novice students will include individualized instruction in the regular classroom, Moby Max, Study Island, tutoring, Reading Eggs in grades K-1 and Accelerated Reader, Go Math and RTI for math.	Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal

Activity - Guest Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest readers are invited into the school to read and discuss the importance of reading for a successful career.	Community Engagement	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal and Community Members

Activity - Parent Involvement in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents come to the school to learn about the AR Program and observe the students taking the tests.	Parent Involvement Academic Support Program	08/01/2016	06/15/2017	\$0 - No Funding Required	Teachers, Principal, Parents

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.

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N/A (this question does not apply)

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

## Goal 1:

To improve College and Career Readiness Awareness for students by planning and offering informative activities and opportunities.

## Measurable Objective 1:

collaborate to plan College and Career Readiness opportunities by 05/27/2016 as measured by Program Review.

## Strategy1:

College Readiness - Targeted interventions will be used to improve student proficiency and prepare students for their next level of education.

Category:

Research Cited: Research indicates: The more interventions students receive, the more likely students will pass the course for which they are receiving intervention. (Allen and Feyl Chavkin. 2004)

Activity - Readers Are Leaders/Careers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A wide variety of special guest readers from various careers will be invited to read to students and speak about their career.	Career Preparation/ Orientation	09/07/2015	05/27/2016	\$0 - No Funding Required	Regular Education and Special Education Teachers, Title I Staff, and Support Staff

Activity - Academic and Career Advising	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with community members to mentor and advise students individually toward achieving academic and career goals. Community leaders and different Career guest readers will be invited to visit with all classrooms throughout the year.	Career Preparation/ Orientation	08/11/2014	05/15/2015	\$0 - No Funding Required	Counselors, Principals, District Support Staff

Activity - Dollars and Cents Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given X amount of dollars and will visit 8-9 stations with items for sale. Students must spend money at each station.	Career Preparation/ Orientation	01/04/2016	05/27/2016	\$0 - No Funding Required	Garrard County Extension Office, Teachers

Activity - Science Demonstrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will perform Scientific Demonstrations with support from Garrard County Extension Staff.	Academic Support Program	08/10/2015	05/27/2016	\$0 - No Funding Required	Teachers, Garrard County Extension Staff

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Activity - Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete career invitations to see if interests match specific careers. Volunteers for the Readers Are Leaders Program will read books about careers and discuss the career with the students.	Career Preparation/ Orientation	09/07/2015	05/27/2016	\$0 - No Funding Required	Guidance Counselor, volunteers

## Strategy2:

Public Relations - The school will publicize student activities and accomplishments in the local newspapers and on the District website.

The school will emphasize the importance of graduation in the successful transition to adult life with students introduced to various careers and the levels of education needed for those jobs.

Category:

Research Cited:

Activity - Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn about the importance of high school graduation and being Career Ready through Guidance Classes. High school students will be invited to speak with students about the importance of graduating high school.	Career Preparation/ Orientation	08/17/2015	05/27/2016	\$0 - No Funding Required	Guidance Counselor, Principal

Activity - Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Support Staff will develop and distribute to the community through the Garrard County website and the Chamber of Commerce to promote the good things the system is doing and to emphasize the importance of education. The school will use Twitter, Facebook, the school's website and the local newspapers to inform the school community of the school's accomplishments and activities.	Community Engagement	08/10/2015	05/27/2016	\$0 - No Funding Required	District Support Staff

## Goal 2:

All students will have more access to Arts and Humanities related activities to improve student achievement with Arts and Humanities

### Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in Arts and Humanities related programs in Art & Humanities by 05/31/2016 as measured by Arts and Humanities Program Review..

## Strategy1:

# Comprehensive School Improvement Plan

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Drama/Dance - Drama: Students will have more opportunities to perform which will include a Veteran's Program, 3 Christmas Play Performances, and opportunities for all students to be on the morning news.

Dance: Students will have more opportunities to dance during Physical Education classes.

Category: Continuous Improvement

Research Cited: 4.1 Arts and Humanities Core Content

Activity - Drama/Dance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have opportunities to perform and learn about theatre. The Lexington Children's Theatre will perform with students provided time to ask actors questions about the props/scenery, costumes, etc. 5th grade students will tour the Berea College Drama Department/Theatre. Students will perform in Veteran's Program, Christmas Program with 3 performances. Students will have more opportunities to dance in PE classes.	Other - Arts and Humanities	09/14/2015	05/31/2016	\$0 - No Funding Required	Teacher, Principal

### Goal 3:

Writing Program Review will be enhanced and improved leading to a Distinguished rating.

### Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by providing more opportunities for students to respect cultural differences and work effectively with people from a range of social and cultural backgrounds (face-to-face and virtually) to build on and articulate their own ideas. in Writing by 05/27/2016 as measured by lesson planning and student activities.

### Strategy1:

Cultural Pen Pals - Classrooms will choose someone from another country or ethnicity and develop a relationship with. Students will research and learn about their pen pals culture. Students will communicate through writing letters, emails and/or skype to someone from another country or a different ethnicity to enrich writing instruction and to teach students about cultural differences needed to work effectively with people from a range of social and cultural backgrounds.

Category: Continuous Improvement

Research Cited: Curriculum and Instruction: Student Performance/Kentucky Program Review: Writing

Activity - 'Cultural Writing to Learn' activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn about other cultures through choosing a person from another culture to learn from through writing, social media/email, videos, and/or Skype.	Career Preparation/ Orientation	10/01/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principal





# **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?**

Paint Lick Elementary School is located in Central Kentucky, at 6798 Richmond Road on Highway 52, in Garrard County. The school's mission is to "Prepare ALL students to become productive members of a changing society." The school's motto is "Caring, Guiding, Educating." The school serves preschool, Kindergarten through fifth grade. The school has 348 students. Kindergarten is an all day, five days a week program. The school is an important part of the supportive community. There is a sense of pride among the community members for the school's caring, supportive culture and academic successes.

The faculty and staff work to establish and maintain a professional yet family-life atmosphere for our students. By establishing strong ties and relationships with our students, we believe we are more able to guide our students academically, emotionally, and socially. The school is committed to providing a strong academic program for each students. Our dedicated teachers strive to address the needs and concerns of all students. One of our top priorities is to assist students in developing skills to be life-long learners.

Paint Lick Elementary School is a Distinguished school based upon 2016 KPREP results. The school has also been recognized as a National Blue Ribbon School. The school has an excellent Volunteer Program and a supportive PTO. The school is a school-wide Title I school with all students given extra support through Title staff. The school has two computer labs with each classroom having the opportunity to have a scheduled computer lab time daily. The academic software programs Reading Eggs and Math Seeds are used by Kindergarten through 1st grade. Grades 2-5 can use Study Island while in the lab or Moby Max.

Students have scheduled Music, Art, Library and Physical Education classes weekly. Students complete various art projects with much student art work displayed throughout the building. Through music class, a large drama/play is produced yearly with a large percentage of students involved. In physical education class, students are assessed using Fitness Gram with a pre and post test yearly. The school has a Cross Country Team and an Archery Team which participates in regional competitions.

The students has an ongoing school-wide 'Readers Are Leader's theme where special guest are invited to read to classrooms and speak about their careers. There is an emphasis on providing each each student with the right educational activities and guidance to achieve at their highest levels.

## **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.**

The mission of Paint Lick Elementary is to prepare ALL student to become productive members of a changing society. The faculty and staff regularly address the academic, social and emotional needs of our students in order to best enhance student achievement. The staff has a strong focus on student achievement and in providing students with the skills that will enable them to succeed to their maximum potential. The vision and motto of Paint Lick Elementary is "Caring, Guiding, and Educating." The faculty and staff work together to ensure that each child is served in the most effective programs for the student to develop academically, socially, emotionally, and physically.

### **Beliefs**

We believe:

- .All children have worth and dignity and should be given the opportunity to achieve their fullest self-realization through a program of learning to assure the highest possible levels of academic performances for all children.
- .Children should be educated so that they will be productive members of our community, the state, the nation and the world in which theylive.
- .Children should become literate with the goal and desire to be lifelong learners.
- .In teaching children moral values; self-discipline; and respect of authority, other people and themselves.
- .Children should be given an awareness of and an appreciation of multicultural experiences, with an emphasis on our American heritage, the meaning of democracy and its practice through meaningful classroom experiences.
- .All children can learn to make appropriate decisions given a supportive and challenging educational environment.
- .In the active involvement of parents, teachers, and the community, which is vital to our educational program.

The school participates in PBIS: Positive Behavior Intervention Support to help maintain a positive and successful culture. We believe a positive school culture and learning environment fosters student achievement. The school plans enrichment and special programs throughout the year to provide multicultural experiences for students. Some examples are: The Lexington Children's Theatre performs at the school yearly. The Kentucky Derby Museum Outreach Program is scheduled yearly as Math, Science, and cultural enrichment.

## **Notable Achievements and Areas of Improvement**

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

The school's Reading, Social Studies, Writing, and Language Mechanics KPREP scores are above the state average. All of these content areas showed growth. The school's Social Studies KPREP score is the 9th highest in the state. The school was named as a Distinguished school by the Kentucky Department of Education in 2016.

The school's Academic Team was the Governor's Cup District Runners UP with the Future Problem Solving Team placing 1st and the Quick Recall runner-up and many students placed in Written Assessments including Mathematics, Science, Composition and Arts and Humanities. At the Regional Governor's Cup, the team came in 3rd overall with several students placing in the Written Assessments and FPS placing 3rd overall.

The school's Music Department produces a huge Musical Program each year involving 75-150 students with multiple performances. This year's production is "Rudolph." Recent previous performances have been "Believe," "Little Orphan Annie," and "The Nutcracker." This year the school's music classes will perform "Peter Pan" and with 3 performances.

The school has successful Cross Country and Archery Teams which compete throughout the Central Kentucky area.

Each year the fourth and fifth graders participate in the Junior American Citizen contest sponsored through the Garrard Daughter's of the American Revolution Chapter. The school has had multiple first and second place winners at the local Chapter, the Kentucky Society-state level, the East Central Division: KY, IN, MI, OH, WV.

## **Additional Information**

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

"Readers Are Leaders" is an ongoing school-wide theme to promote reading. A variety of Guest Readers are scheduled to visit with students and read a book and talk about the importance of reading in their career.

The school has an annual Veteran's Program where family and community members are honored and recognized. Students present a program, the choir performs and each Veteran receives a gift of appreciation.

The school has a Daily Live News program with students acting as the News Team staff. The program is shown live on closed circuit TV in each classroom. The students lead the pledge of the allegiance to the flag, give weather forecast, and daily school news.

Our Volunteer program is involved and supportive, helping with Daisies, Archery, Academic Team, Cross Country and Fun Days such as Spooktacular Day, Colonial Day/Native Americans Day and College Day.

The school has a National Jr. Beta Club made up of 5th grade honor roll students. The school also has an Archery Team and a Cross Country Team that is very popular and successful.

The school has a very supportive Family Resource Center with a Coordinator and Assistant. They do Home Visits and provide support to families and the school in many other ways, whether it be providing clothes for children, gifts at Christmas, holiday meals for families, dental services, etc.

Paint Lick Elementary is a school-wide Title I institution. All students receive instructional services that will allow students to acquire basic or advanced supplemental assistance from Title I staff in the areas of Reading, Writing and Math. The Site Base Council has a Title I Parent Involvement Policy which states that All parents shall be provided: 1. Timely information and opportunities 2. An opportunity to sign the Student/Teacher/Parent Compact 3. An interpretation of their child's assessment results 4. Description and explanation of curriculum.

The school hosts a Family Night for parents yearly. The focus is on developing and improving relationships with home and school to increase student achievement. Each year the school conducts an annual evaluation process whereby parents can share their ideas about the content and effectiveness of the Parent Involvement in improving the academic quality of the school. Families are invited in twice per year to have lunch with their child and students share their writing pieces on display and visit the library.