



Comprehensive School Improvement Plan

Pride Elementary School

Hopkins 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)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		2016-2017 Phase I-EAEESD

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 leadership team has reviewed the Equity tab data for the school, PGES data, TELL data, Val-Ed data, school, district, and state assessment data, as well as other sources of information.

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.

Teacher recruitment and retainment is an issue for Hopkins County Schools. Hopkins County Schools is located in a rural area in Western Kentucky. The county has lost many industries in the past few years with more companies to close in the near future. Hopkins County is located approximately 1.5 hours from two four-year universities which makes it difficult to have a strong relationship and connection to teacher education programs.

The Hopkins County School district also maintains high expectations and standards of excellence for teacher performance which is often a barrier when teachers are inadequately prepared to meet these expectations. Because new teachers are often inadequately prepared to meet these expectations, there is a high rate of new teacher turn-over because these teachers often do not demonstrate growth after given many resources and supports.

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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.		Step 4-Equity

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 combined reading and math proficiency from 70.2% in 2015-2016 to 74.0% in 2018-2019 as indicated by state assessment results.

Measurable Objective 1:
 collaborate to increase the overall score for Pride Elementary from 91.3% to 92% in Math by 05/31/2017 as measured by KPREP .

Strategy1:
 Math Initiative - Students will be given multiple opportunities for practice, skill building, and depth of understanding of mathematical content as defined by KCAS.
 Category: Learning Systems
 Research Cited: enVisionMATH common core

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Activity - CAMS & STAMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support personnel will use the CAMS assessments to determine skills that are deficits, and then will utilize the STAMS materials to target those skills. This program will increase student performance.	Academic Support Program	10/03/2016	05/15/2017	\$4818 - Other	Homeroom Teachers, Special Ed teachers, Title I staff

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based upon multiple data sources. Students will track progress.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Certified and Classified Personnel, Admin Team

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be utilized to determine curricular resources, identify student needs, plan next steps, plan skills based instruction, and include district support personnel.	Technology Academic Support Program Professional Learning Behavioral Support Program	09/05/2016	05/15/2017	\$0 - No Funding Required	All Certified Staff, Admin Team, District Support Coaches/Mentors

Activity - enVision MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Daily Common Core Review to support the mastery of KCAS for math. The teachers will utilize all supplemental resources that accompany the program to facilitate high levels of learning.	Academic Support Program Other - Direct Explicit Instruction	08/15/2016	05/15/2017	\$6675 - School Council Funds	Certified, classified, and Title I staff SBDM Admin Team

Strategy2:

KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185 - Title I Schoolwide	Title I Staff, Homeroom Teachers

Measurable Objective 2:

collaborate to sustain the overall score for Pride Elementary of 95.1 in READING by 05/31/2017 as measured by 2016-2017 KPREP.

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Strategy1:

KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185 - Title I Schoolwide	Title I Staff, Homeroom Teachers

Strategy2:

Literacy Initiative - All teachers will implement and refine the use of small group reading instruction. All teachers will work with targeted students to set individual learning goals to foster growth towards proficiency in ELA. This will include: Direct/Explicit Instruction, Skills-based Instruction, Novice Student Identification and Tracking, Progress Monitoring, Name & Claim, Formative Assessments, Data Notebooks, and various other research based strategies.

Category: Learning Systems

Research Cited: Best Practices, Journeys Reading Common Core

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be utilized to determine curricular resources, identify student needs, plan next steps, plan skills based instruction, and include district support personnel.	Academic Support Program Professional Learning Behavioral Support Program Technology	09/05/2016	05/15/2017	\$0 - No Funding Required	All certified staff, District Coaches and Mentors

Activity - Journeys Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on individual needs, students will participate in small group reading instruction that accomplishes the mastery of common core reading standards. Teachers will include cold reads of expository text.	Direct Instruction	08/15/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Title I, SBDM

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Activity - CARS, STARS,EXTENTIONS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills based instruction will be enhanced through the use of these programs. CARS assessments will be given to identify target skill deficits. STARS and EXTENTIONS will be utilized to master these identified skills.	Academic Support Program	09/01/2016	05/31/2017	\$0 - Title I Schoolwide	Homeroom teachers, Special Education Teachers

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based on assessment data. Teachers and students will track a variety of data sources.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Teachers, admin team, support staff

Activity - Phonics Dance K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize this program to the teach phonics and increase the reading and writing skills of each student in their classroom.	Direct Instruction	08/15/2016	05/15/2017	\$422 - Title I Schoolwide	Primary Teachers and Special Ed Teachers Title I Staff Admin Team SBDM

Goal 2:

Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performng Arts, and Writing.

Measurable Objective 1:

collaborate to complete reiew of program for K-3 using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

K-3: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of K-3. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

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Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Academic Support Program Other - Needs Assessment Parent Involvement Behavioral Support Program	08/08/2016	09/02/2016	\$0 - No Funding Required	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Policy and Process Professional Learning Academic Support Program	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Other - Needs Assessment Academic Support Program Parent Involvement Behavioral Support Program	08/08/2016	09/12/2016	\$1000 - State Funds	Administrative Team, Kindergarten Teachers, Support Staff

Measurable Objective 2:

collaborate to complete a review of program for Practical Living & Career Studies using rubrics provided by KDE to determine the effectiveness of our program by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

PL/CS: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

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Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Parent Involvement Career Preparation/ Orientation Community Engagement Academic Support Program	08/15/2016	05/15/2017	\$300 - Title I Schoolwide	Faculty and Staff, Admin Team, Title I Staff, PTA, FRYSC, Outside Agencies, District Support Personnel

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will work as a PLC to review the rubric for PL/CS program review, gather evidence, and report to SBDM on a trimester basis.	Policy and Process Academic Support Program Professional Learning	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty, Staff, Admin, SBDM, FRYSC, Title I, Parents

Measurable Objective 3:

collaborate to complete a review of program for the area of Global Competency and World Languages using the KDE rubric to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

Global Competency & World Language:Program Review Collection & Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Community Engagement Parent Involvement Academic Support Program Career Preparation/ Orientation	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric Global Competency & World Language program review, gather evidence, and report to SBDM on a trimester basis.	Academic Support Program Professional Learning	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff

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Measurable Objective 4:

collaborate to complete a review of program in the area of Visual and Performing Arts using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

VPA: Program Review Collection & Use of Data for school Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of VPA. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Parent Involvement Academic Support Program Career Preparation/ Orientation Community Engagement	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, PTA, FRYSC, Title 1 Staff, District Support Personnel, Outside Agencies

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Visual Performing Arts, gather evidence, and report to SBDM on a trimester basis.	Professional Learning Academic Support Program	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty and Staff, Admin, SBDM, FRYSC, Title I, Parents

Measurable Objective 5:

collaborate to complete a review of program for the area of Writing using the KDE rubric to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

Writing: Program Review Collection & Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Academic Support Program Career Preparation/ Orientation Community Engagement Parent Involvement	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Writing program review, gather evidence, and report to SBDM on a trimester basis.	Academic Support Program Professional Learning	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff

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?

Title I Parent Advisory Council (PARENTS: Bowles, Eichhorn, H. Gordon, Hibbs, Howard, Lynn, Menser, Modlin, Thomas, Saint, & Snyder)

SBDM (Saint, Watkins, Burns, Hightower, PARENTS: Brummer, Brumfield)

PBIS Teams (CIA: Tammy Davis, Parent: Shannon Brumfield, Teachers: Ayers, Snyder, Bowles, R. Gordon, Partlow, West, Blades, Saint)

PTA (Officers: Lana Robinson, Kayla Mitchell, Jackie Ostrander, Brooke Poe, April Hibbs (teacher rep)

District Support Personnel (Jennifer Luttrell, Melissa Taylor, Judy Campbell, Roneisha Evans, Deanna Ashby, Tonia Griffey, etc.)

Outside Agencies (Pennyroyal Mental Health Services, MSU, Big Brother/Big Sisters, Baptist Health, etc)

FRYSC Council (PARENTS: Rachel Browning, John Dunning, Brooke Poe, Amanda Dunning COMMUNITY: Brooke Dunn, Carol Brasher

SCHOOL: Lynn, Bowles, Gates

Local Businesses & Officials: (Madisonville Fire Department, Police Department, WalMart, Baptist Health, American Red Cross, etc)

Relationship Building

Overall Rating: 3.29

	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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.71

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	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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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	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: 3.17

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

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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

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

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

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

	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 welcomes families to visit all classrooms.	Proficient

	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: 3.33

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

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

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

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

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

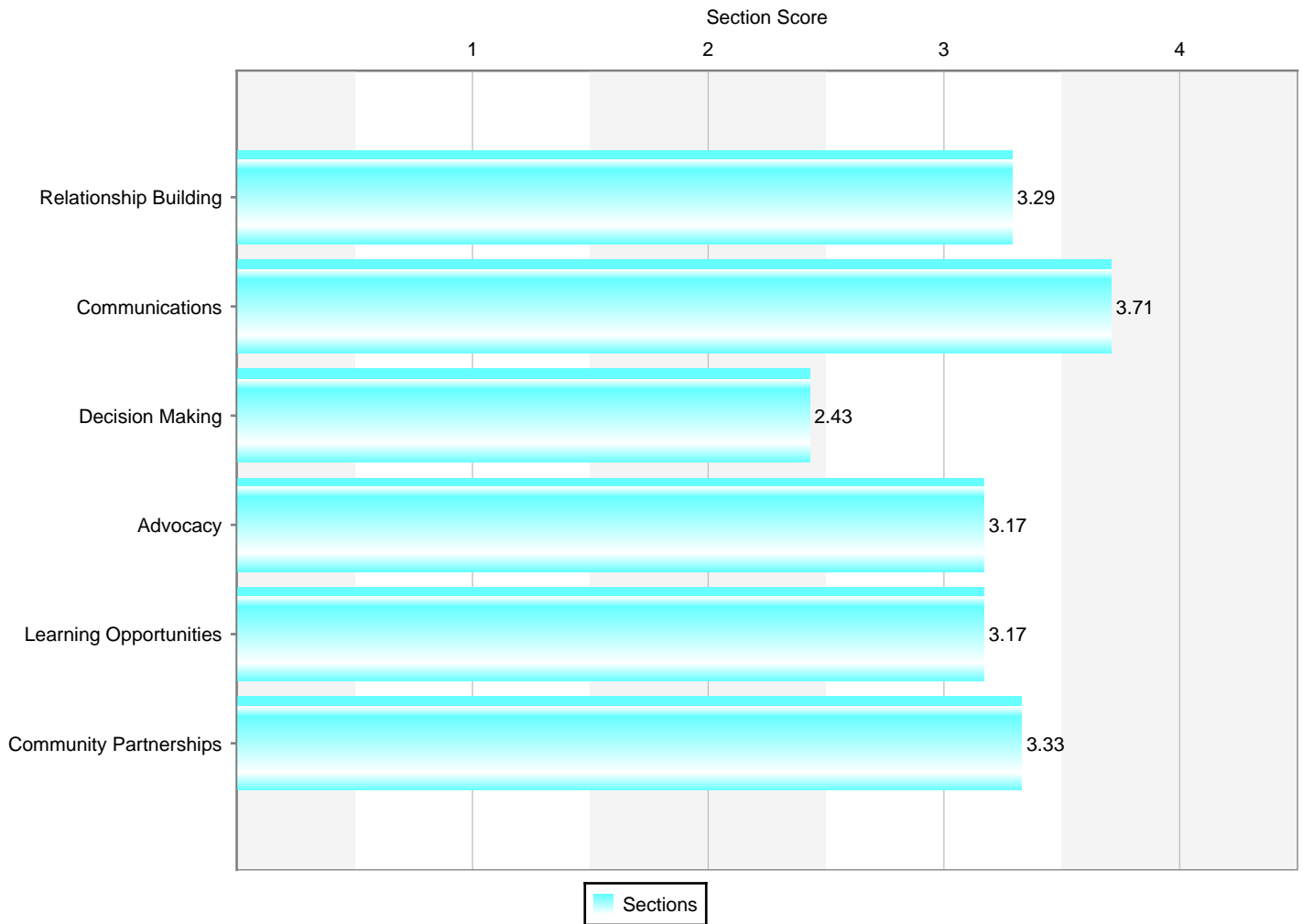
Reflection

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

Strong family involvement is a vital part of the success of Pride Elementary School. Family Events/PTA are provided through the use of Title I funds, grants, and FRYSC funding. Parent volunteers are welcome and encouraged to be active participants in our school culture. Parents actively serve in various roles and on PLCs.

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.

Elected SBDM parents, Title I parent representatives, PBIS Universal Team, PBIS Targeted Team, Family Resource Advisory Council, PTA, SBDM PLC

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

SBDM parent representatives & PLC parent representatives- these parents are instrumental in providing feedback on school planning. Parent representatives at Pride play an important role in providing input and feedback. District support personnel, PAC members, Title I Advisory Council, FRYSC Council, & faculty and staff members decide on activities and initiatives that are primary needs of our students. They supply feedback on programs and effectiveness. They determine how funds and time are allocated.

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

SBDM approves, progress notes are communicated quarterly.
PTA and Family Events provide opportunities to share school goals.
CSIP goals will be posted on the school website, highlighted on the stakeholder TV in the lobby, and available in the office.
Faculty and Staff members will review the CSIP in PLCs.

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 we going to do maintain and improve our student achievement? How do we address the current 4th grade GAP reading group-- reduce novice? How do we increase GROWTH from the number of apprentice to proficient (APT) and accomplished Novice Reduction by 10% for the targeted groups?

-According to the KPREP data from 2015-2016, there is a significant difference in the NOVICE performance level of the students at Pride Elementary in the area of Reading. The overall percentage of NOVICE was 7.6%; in comparison to the 3rd grade at 11.9%. Achievement scores were 91.6, GAP scores were 80.7, and GROWTH scores were 61.7. This is quite alarming.

-The KPREP data does not tell specific skills that are troubled areas; however the MAP data suggests that Reading areas of concern are: Informational Text, Reading Literature, Vocabulary Acquisition and Use.

Math areas of concern are: Geometry, Operations & Algebraic Expression.

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?

Direct/Explicit Instruction

Skills-based Instruction- Reading

Novice Student Identification

Novice Student Tracking

Novice Student Progress Monitoring

Name and Claim

We will continue to utilize our PLC and PAC meetings to discuss data and make instructional decisions from the data sources.

We celebrate our overall low number of NOVICE including 0 Novice in LM, 1 Novice ODW (Alternate Assessment), and 1 Novice in SS. Our school was a Distinguished School for the third consecutive year.

Opportunities for Improvement

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

- Continue use of Formative and Summative Assessment
- Skills Based Instruction in Math

We are implementing STAMS & CAMs in Math instruction to supplement enVision Math. We have named and claimed all Novice and Apprentice students and will be tracking their progress and providing instructional supports.

Conclusion

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

We have identified all students that scored either Novice or Apprentice and will provide instructional supports. We have calculated how far they were from reaching proficiency and are documenting progress. We are modifying instruction to meet a wide variety of needs.

2016-2017 Pride Elementary Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Pride Elementary Comprehensive School Improvement Plan

Plan Description

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 combined reading and math proficiency from 70.2% in 2015-2016 to 74.0% in 2018-2019 as indicated by state assessment results.	Objectives: 2 Strategies: 3 Activities: 8	Organizational	\$133100
2	Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 64.2% in 2015-2016 to 70.8% by 2018-2019 as indicated by state assessment results.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Pride Elementary will reduce the number of nonduplicated gap students scoring novice in reading from 12.8% in 2014-2015 to 6.4% in 2019-2020 and the number of nonduplicated gap students scoring novice in math from 0% in 2014-2015 to 0% in 2019-2020.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$1500
4	Pride Elementary will reduce the number of students scoring novice in reading from 8.2% in 2014-2015 to 4.1% in 2019-2020 and the number of students scoring novice in math from 2.7% in 2014-2015 to 1.35% in 2019-2020.	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$1500
5	Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performng Arts, and Writing.	Objectives: 5 Strategies: 5 Activities: 11	Organizational	\$1300

Goal 1: Increase the combined reading and math proficiency from 70.2% in 2015-2016 to 74.0% in 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to sustain the overall score for Pride Elementary of 95.1 in READING by 05/31/2017 as measured by 2016-2017 KPREP.

Strategy 1:

Literacy Initiative - All teachers will implement and refine the use of small group reading instruction. All teachers will work with targeted students to set individual learning goals to foster growth towards proficiency in ELA. This will include: Direct/Explicit Instruction, Skills-based Instruction, Novice Student Identification and Tracking, Progress Monitoring, Name & Claim, Formative Assessments, Data Notebooks, and various other research based strategies.

Category: Learning Systems

Research Cited: Best Practices, Journeys Reading Common Core

Activity - CARS, STARS,EXTENTIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills based instruction will be enhanced through the use of these programs. CARS assessments will be given to identify target skill deficits. STARS and EXTENTIONS will be utilized to master these identified skills.	Academic Support Program	09/01/2016	05/31/2017	\$0	Title I Schoolwide	Homeroom teachers, Special Education Teachers
Activity - Journeys Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on individual needs, students will participate in small group reading instruction that accomplishes the mastery of common core reading standards. Teachers will include cold reads of expository text.	Direct Instruction	08/15/2016	05/15/2017	\$0	No Funding Required	Homeroom Teachers, Special Education Teachers, Title I, SBDM
Activity - Phonics Dance K-2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize this program to the teach phonics and increase the reading and writing skills of each student in their classroom.	Direct Instruction	08/15/2016	05/15/2017	\$422	Title I Schoolwide	Primary Teachers and Special Ed Teachers Title I Staff Admin Team SBDM

Comprehensive School Improvement Plan

Pride Elementary School

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based on assessment data. Teachers and students will track a variety of data sources.	Academic Support Program	09/01/2016	05/15/2017	\$0	No Funding Required	Teachers, admin team, support staff

(shared) Strategy 2:

KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185	Title I Schoolwide	Title I Staff, Homeroom Teachers

Measurable Objective 2:

collaborate to increase the overall score for Pride Elementary from 91.3% to 92% in Math by 05/31/2017 as measured by KPREP .

(shared) Strategy 1:

KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185	Title I Schoolwide	Title I Staff, Homeroom Teachers

Strategy 2:

Math Initiative - Students will be given multiple opportunities for practice, skill building, and depth of understanding of mathematical content as defined by KCAS.

Category: Learning Systems

Research Cited: enVisionMATH common core

Comprehensive School Improvement Plan

Pride Elementary School

Activity - CAMS & STAMS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support personnel will use the CAMS assessments to determine skills that are deficits, and then will utilize the STAMS materials to target those skills. This program will increase student performance.	Academic Support Program	10/03/2016	05/15/2017	\$4818	Other	Homeroom Teachers, Special Ed teachers, Title I staff

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based upon multiple data sources. Students will track progress.	Academic Support Program	09/01/2016	05/15/2017	\$0	No Funding Required	Certified and Classified Personnel, Admin Team

Activity - enVision MATH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Daily Common Core Review to support the mastery of KCAS for math. The teachers will utilize all supplemental resources that accompany the program to facilitate high levels of learning.	Other - Direct Explicit Instruction, Academic Support Program	08/15/2016	05/15/2017	\$6675	School Council Funds	Certified, classified, and Title I staff SBDM Admin Team

Goal 2: Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 64.2% in 2015-2016 to 70.8% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to sustain the average combined Reading and Math for students in the nonduplicated gap group at 67.5% in 2015-2016 to 2016-2017 by 05/31/2017 as measured by KPREP .

Strategy 1:

Best Practices & Sustainability - Teachers will continue to refine the use of instructional strategies/activities that are designed around KCAS for ELA. These strategies/activities will help students to become proficient in reading and writing while improving student outcomes and effectively closing gaps.

Category: Continuous Improvement

Research Cited: Journeys Reading Common Core

Activity - Journeys Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Pride Elementary School

Based on individual needs, students will participate in small group reading instruction to reach mastery of common core reading standards. Small group instructional activities will be driven by formative assessment data analysis.	Direct Instruction	08/15/2016	05/15/2017	\$0	No Funding Required	Homeroom Teachers, Special Education Teachers, Title 1 Staff, SBDM
Activity - CARS, STARS, EXTENSIONS/ CAMS & STAMS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills based instruction for reading and math will be enhanced through the use of these programs. CARS/CAMS assessments will be given to identify target skill deficits. STARS/EXTENTIONS/STAMS will be utilized to master the identified skills.	Academic Support Program	09/01/2016	05/15/2017	\$0	No Funding Required	Homeroom Teachers, Special Education Teachers
Activity - Student Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as apprentice or low proficient will receive individual conferencing from teachers and administrative support staff throughout the year to set goals, motivate, and track achievement.	Academic Support Program	09/01/2016	05/15/2017	\$0	No Funding Required	Homeroom Teachers, Special Education Teachers, Administrative Team, Title 1 Support Staff
Activity - enVisionMATH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Daily Common Core Review to support mastery of KCAS for math. Teachers will utilize various supplemental materials to meet student needs and facilitate high levels of learning.	Direct Instruction, Academic Support Program	08/15/2016	05/15/2017	\$0	No Funding Required	Homeroom Teachers, Special Education Teachers, Title 1 Staff, SBDM

Goal 3: Pride Elementary will reduce the number of nonduplicated gap students scoring novice in reading from 12.8% in 2014-2015 to 6.4% in 2019-2020 and the number of nonduplicated gap students scoring novice in math from 0% in 2014-2015 to 0% in 2019-2020.

Measurable Objective 1:

collaborate to reduce the number of nonduplicated gap students scoring novice in reading from 12.8% in 2015-2016 to 10.24% in 2016-2017 by 05/31/2017 as measured by KPREP .

SY 2016-2017

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Comprehensive School Improvement Plan

Pride Elementary School

(shared) Strategy 1:

Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to monitor progress.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Behavioral Support Program, Academic Support Program	08/29/2016	04/17/2017	\$0	No Funding Required	Certified Staff, Title I Support Staff, Admin Team, SBDM

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS program will identify areas that need additional support and target skills for identified students.	Academic Support Program	01/03/2017	04/14/2017	\$1500	Other	Certified Staff, ESS Coordinator, SBDM, FRYSC

(shared) Strategy 2:

Name & Claim - Admin Team and Certified Staff will identify students that are "bubble kids" and make plans to move the students to the next performance level.

Student data will be tracked and progress noted for assessments.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be recorded and next steps planned to provide academic support and promote learning.	Academic Support Program	09/05/2016	05/15/2017	\$0	No Funding Required	Certified Staff, Admin Team, Title I Staff, Outside Agencies, District Support Personnel

Comprehensive School Improvement Plan

Pride Elementary School

Measurable Objective 2:

collaborate to reduce the number of nonduplicated gap students scoring novice in math from 0% in 2015-2016 to 0.0% in 2016-2017 by 05/31/2017 as measured by KPREP.

(shared) Strategy 1:

Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to monitor progress.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Behavioral Support Program, Academic Support Program	08/29/2016	04/17/2017	\$0	No Funding Required	Certified Staff, Title I Support Staff, Admin Team, SBDM

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS program will identify areas that need additional support and target skills for identified students.	Academic Support Program	01/03/2017	04/14/2017	\$1500	Other	Certified Staff, ESS Coordinator, SBDM, FRYSC

(shared) Strategy 2:

Name & Claim - Admin Team and Certified Staff will identify students that are "bubble kids" and make plans to move the students to the next performance level. Student data will be tracked and progress noted for assessments.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be recorded and next steps planned to provide academic support and promote learning.	Academic Support Program	09/05/2016	05/15/2017	\$0	No Funding Required	Certified Staff, Admin Team, Title I Staff, Outside Agencies, District Support Personnel

Goal 4: Pride Elementary will reduce the number of students scoring novice in reading from 8.2% in 2014-2015 to 4.1% in 2019-2020 and the number of students scoring novice in math from 2.7% in 2014-2015 to 1.35% in 2019-2020.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in reading from 7.6% in 2015-2016 to 6.56% in 2016-2017 by 05/31/2017 as measured by KPREP .

(shared) Strategy 1:

KSI/RTI - Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance.

Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to weekly.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program	08/29/2016	04/17/2017	\$0	No Funding Required	Certified Staff, Special Ed Building Coach, Title I Support Staff, Admin Team, District Support Personnel, SBDM

(shared) Strategy 2:

ESS - ESS program will identify areas that need additional support and target skills for identified students.

Category: Learning Systems

Research Cited: KDE, District Processes

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

Pride Elementary School

Study Island, Supplemental Research based Materials AM/PM Tutoring	Academic Support Program	01/03/2017	04/14/2017	\$1500	Other	ESS Coordinator, Outside Agencies, Certified Staff, Title I, Admin Team, District Support Personnel, SBDM, FRYSC
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(shared) Strategy 3:

Name & Claim - Admin Team and Certified Staff will identify students that fall in the novice range according to multiple data sources. Big Buttons documents will be completed to name the students and identify a plan to support students.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with differentiated instruction that is skills driven to improve learning opportunities.	Academic Support Program	08/15/2016	04/28/2017	\$0	No Funding Required	Admin Team, Special Ed Building Coach, All Staff Members, Title I

Measurable Objective 2:

collaborate to reduce the number of students scoring novice in math from 5.8% in 2015-2016 to 2.16% in 2016-2017 by 05/31/2017 as measured by KPREP.

(shared) Strategy 1:

KSI/RTI - Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance.

Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to weekly.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Pride Elementary School

Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program	08/29/2016	04/17/2017	\$0	No Funding Required	Certified Staff, Special Ed Building Coach, Title I Support Staff, Admin Team, District Support Personnel, SBDM
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(shared) Strategy 2:

ESS - ESS program will identify areas that need additional support and target skills for identified students.

Category: Learning Systems

Research Cited: KDE, District Processes

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island, Supplemental Research based Materials AM/PM Tutoring	Academic Support Program	01/03/2017	04/14/2017	\$1500	Other	ESS Coordinator, Outside Agencies, Certified Staff, Title I, Admin Team, District Support Personnel, SBDM, FRYSC

(shared) Strategy 3:

Name & Claim - Admin Team and Certified Staff will identify students that fall in the novice range according to multiple data sources. Big Buttons documents will be completed to name the students and identify a plan to support students.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with differentiated instruction that is skills driven to improve learning opportunities.	Academic Support Program	08/15/2016	04/28/2017	\$0	No Funding Required	Admin Team, Special Ed Building Coach, All Staff Members, Title I

Goal 5: Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performing Arts, and Writing.

Measurable Objective 1:

collaborate to complete a review of program for Practical Living & Career Studies using rubrics provided by KDE to determine the effectiveness of our program by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy 1:

PL/CS: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Academic Support Program	08/15/2016	05/15/2017	\$300	Title I Schoolwide	Faculty and Staff, Admin Team, Title I Staff, PTA, FRYSC, Outside Agencies, District Support Personnel

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will work as a PLC to review the rubric for PL/CS program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program, Policy and Process	08/15/2016	05/15/2017	\$0	No Funding Required	Faculty, Staff, Admin, SBDM, FRYSC, Title I, Parents

Measurable Objective 2:

collaborate to complete review of program for K-3 using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Comprehensive School Improvement Plan

Pride Elementary School

Strategy 1:

K-3: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of K-3. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program, Policy and Process	08/15/2016	05/15/2017	\$0	No Funding Required	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents

Activity - School Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Behavioral Support Program, Other - Needs Assessment, Parent Involvement, Academic Support Program	08/08/2016	09/02/2016	\$0	No Funding Required	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Behavioral Support Program, Other - Needs Assessment, Parent Involvement, Academic Support Program	08/08/2016	09/12/2016	\$1000	State Funds	Administrative Team, Kindergarten Teachers, Support Staff

Measurable Objective 3:

collaborate to complete a review of program in the area of Visual and Performing Arts using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Comprehensive School Improvement Plan

Pride Elementary School

Strategy 1:

VPA: Program Review Collection & Use of Data for school Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of VPA. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as a PLC to review rubric for Visual Performing Arts, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program	08/08/2016	05/15/2017	\$0	No Funding Required	Faculty and Staff, Admin, SBDM, FRYSC, Title I, Parents

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Academic Support Program	08/08/2016	05/15/2017	\$0	No Funding Required	Faculty & Staff Members, Administrative Team, PTA, FRYSC, Title 1 Staff, District Support Personnel, Outside Agencies

Measurable Objective 4:

collaborate to complete a review of program for the area of Writing using the KDE rubric to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy 1:

Writing: Program Review Collection & Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

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

Pride Elementary School

Teachers will work as a PLC to review rubric for Writing program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program	08/08/2016	05/15/2017	\$0	No Funding Required	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff
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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Academic Support Program	08/08/2016	05/15/2017	\$0	No Funding Required	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies

Measurable Objective 5:

collaborate to complete a review of program for the area of Global Competency and World Languages using the KDE rubric to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy 1:

Global Competency & World Language: Program Review Collection & Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as a PLC to review rubric Global Competency & World Language program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program	08/08/2016	05/15/2017	\$0	No Funding Required	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Pride Elementary School

<p>Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.</p>	<p>Career Preparation/Orientation, Community Engagement, Parent Involvement, Academic Support Program</p>	<p>08/08/2016</p>	<p>05/15/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
enVision MATH	Students will complete Daily Common Core Review to support the mastery of KCAS for math. The teachers will utilize all supplemental resources that accompany the program to facilitate high levels of learning.	Other - Direct Explicit Instruction, Academic Support Program	08/15/2016	05/15/2017	\$6675	Certified, classified, and Title I staff SBDM Admin Team
Total					\$6675	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Journeys Small Group	Based on individual needs, students will participate in small group reading instruction that accomplishes the mastery of common core reading standards. Teachers will include cold reads of expository text.	Direct Instruction	08/15/2016	05/15/2017	\$0	Homeroom Teachers, Special Education Teachers, Title I, SBDM
PLC	Teachers will work as a PLC to review rubric for Writing program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program	08/08/2016	05/15/2017	\$0	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff
Data Tracking	Teachers will conference with each student and set goals for achievement and growth based on assessment data. Teachers and students will track a variety of data sources.	Academic Support Program	09/01/2016	05/15/2017	\$0	Teachers, admin team, support staff
Differentiated Instruction	Students will be provided with differentiated instruction that is skills driven to improve learning opportunities.	Academic Support Program	08/15/2016	04/28/2017	\$0	Admin Team, Special Ed Building Coach, All Staff Members, Title I

Comprehensive School Improvement Plan

Pride Elementary School

Data Tracking	Teachers will conference with each student and set goals for achievement and growth based upon multiple data sources. Students will track progress.	Academic Support Program	09/01/2016	05/15/2017	\$0	Certified and Classified Personnel, Admin Team
Student Conferencing	Students identified as apprentice or low proficient will receive individual conferencing from teachers and administrative support staff throughout the year to set goals, motivate, and track achievement.	Academic Support Program	09/01/2016	05/15/2017	\$0	Homeroom Teachers, Special Education Teachers, Administrative Team, Title 1 Support Staff
Parental Involvement	Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Academic Support Program	08/08/2016	05/15/2017	\$0	Faculty & Staff Members, Administrative Team, PTA, FRYSC, Title 1 Staff, District Support Personnel, Outside Agencies
enVisionMATH	Students will complete Daily Common Core Review to support mastery of KCAS for math. Teachers will utilize various supplemental materials to meet student needs and facilitate high levels of learning.	Direct Instruction, Academic Support Program	08/15/2016	05/15/2017	\$0	Homeroom Teachers, Special Education Teachers, Title 1 Staff, SBDM
CARS, STARS, EXTENSIONS/ CAMS & STAMS	Skills based instruction for reading and math will be enhanced through the use of these programs. CARS/CAMS assessments will be given to identify target skill deficits. STARS/EXTENSIONS/STAMS will be utilized to master the identified skills.	Academic Support Program	09/01/2016	05/15/2017	\$0	Homeroom Teachers, Special Education Teachers
Journeys Small Group Instruction	Based on individual needs, students will participate in small group reading instruction to reach mastery of common core reading standards. Small group instructional activities will be driven by formative assessment data analysis.	Direct Instruction	08/15/2016	05/15/2017	\$0	Homeroom Teachers, Special Education Teachers, Title 1 Staff, SBDM
PLC	Teachers will work as a PLC to review rubric for Visual Performing Arts, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program	08/08/2016	05/15/2017	\$0	Faculty and Staff, Admin, SBDM, FRYSC, Title I, Parents

Comprehensive School Improvement Plan

Pride Elementary School

Parental Involvement	Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Academic Support Program	08/08/2016	05/15/2017	\$0	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies
PLC	Teachers will work as a PLC to review rubric Global Competency & World Language program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program	08/08/2016	05/15/2017	\$0	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff
Parental Involvement	Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Academic Support Program	08/08/2016	05/15/2017	\$0	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies
PLC	PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program, Policy and Process	08/15/2016	05/15/2017	\$0	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents
Student Data Tracking	Student data will be recorded and next steps planned to provide academic support and promote learning.	Academic Support Program	09/05/2016	05/15/2017	\$0	Certified Staff, Admin Team, Title I Staff, Outside Agencies, District Support Personnel

Comprehensive School Improvement Plan

Pride Elementary School

Supplemental Instruction	Utilize supplemental resources to provide small group instruction to target deficit skills.	Behavioral Support Program, Academic Support Program	08/29/2016	04/17/2017	\$0	Certified Staff, Title I Support Staff, Admin Team, SBDM
Supplemental Instruction	Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program	08/29/2016	04/17/2017	\$0	Certified Staff, Special Ed Building Coach, Title I Support Staff, Admin Team, District Support Personnel, SBDM
School Readiness	All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Behavioral Support Program, Other - Needs Assessment, Parent Involvement, Academic Support Program	08/08/2016	09/02/2016	\$0	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC
PLC	Teams will work as a PLC to review the rubric for PL/CS program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning, Academic Support Program, Policy and Process	08/15/2016	05/15/2017	\$0	Faculty, Staff, Admin, SBDM, FRYSC, Title I, Parents
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Early Learning Screener	Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Behavioral Support Program, Other - Needs Assessment, Parent Involvement, Academic Support Program	08/08/2016	09/12/2016	\$1000	Administrative Team, Kindergarten Teachers, Support Staff

Comprehensive School Improvement Plan

Pride Elementary School

Total

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Study Island, Supplemental Research based Materials AM/PM Tutoring	Academic Support Program	01/03/2017	04/14/2017	\$1500	ESS Coordinator, Outside Agencies, Certified Staff, Title I, Admin Team, District Support Personnel, SBDM, FRYSC
CAMS & STAMS	Teachers and support personnel will use the CAMS assessments to determine skills that are deficits, and then will utilize the STAMS materials to target those skills. This program will increase student performance.	Academic Support Program	10/03/2016	05/15/2017	\$4818	Homeroom Teachers, Special Ed teachers, Title I staff
ESS	ESS program will identify areas that need additional support and target skills for identified students.	Academic Support Program	01/03/2017	04/14/2017	\$1500	Certified Staff, ESS Coordinator, SBDM, FRYSC
Total					<input type="text" value="\$7818"/>	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Phonics Dance K-2	Teachers will utilize this program to the teach phonics and increase the reading and writing skills of each student in their classroom.	Direct Instruction	08/15/2016	05/15/2017	\$422	Primary Teachers and Special Ed Teachers Title I Staff Admin Team SBDM

Comprehensive School Improvement Plan

Pride Elementary School

Parent Involvement	Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/Orientation, Community Engagement, Parent Involvement, Academic Support Program	08/15/2016	05/15/2017	\$300	Faculty and Staff, Admin Team, Title I Staff, PTA, FRYSC, Outside Agencies, District Support Personnel
KSI/RTI Small Group Activities	Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185	Title I Staff, Homeroom Teachers
CARS, STARS, EXTENTIONS	Skills based instruction will be enhanced through the use of these programs. CARS assessments will be given to identify target skill deficits. STARS and EXTENTIONS will be utilized to master these identified skills.	Academic Support Program	09/01/2016	05/31/2017	\$0	Homeroom teachers, Special Education Teachers
Total					\$121907	

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

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		

Comprehensive School Improvement Plan

Pride Elementary School

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		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

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		

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		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

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.	No	School-wide Title I Program	

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.	No	School-wide Title I Program	

Comprehensive School Improvement Plan

Pride Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

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.	No	School-wide Title I Program	

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.	No	School-wide Title I Program	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	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.	No	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.	Yes		

Comprehensive School Improvement Plan

Pride Elementary School

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		

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		

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.	No	Title I does not fund such positions.	

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.	No	School-wide Title I Program	

Comprehensive School Improvement Plan

Pride Elementary School

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.	No	School-wide Title I Program	

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	Title II funds (CSRT funds) are NOT used to ensure that the basic staffing formula is met. They are above and beyond the district staffing requirements.	

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 combined reading and math proficiency from 70.2% in 2015-2016 to 74.0% in 2018-2019 as indicated by state assessment results.

Measurable Objective 1:
 collaborate to increase the overall score for Pride Elementary from 91.3% to 92% in Math by 05/31/2017 as measured by KPREP .

Strategy1:
 KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems
 Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185 - Title I Schoolwide	Title I Staff, Homeroom Teachers

Strategy2:
 Math Initiative - Students will be given multiple opportunities for practice, skill building, and depth of understanding of mathematical content as defined by KCAS.

Category: Learning Systems
 Research Cited: enVisionMATH common core

Activity - CAMS & STAMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support personnel will use the CAMS assessments to determine skills that are deficits, and then will utilize the STAMS materials to target those skills. This program will increase student performance.	Academic Support Program	10/03/2016	05/15/2017	\$4818 - Other	Homeroom Teachers, Special Ed teachers, Title I staff

Comprehensive School Improvement Plan

Pride Elementary School

Activity - enVision MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Daily Common Core Review to support the mastery of KCAS for math. The teachers will utilize all supplemental resources that accompany the program to facilitate high levels of learning.	Other - Direct Explicit Instruction Academic Support Program	08/15/2016	05/15/2017	\$6675 - School Council Funds	Certified, classified, and Title I staff SBDM Admin Team

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be utilized to determine curricular resources, identify student needs, plan next steps, plan skills based instruction, and include district support personnel.	Technology Behavioral Support Program Professional Learning Academic Support Program	09/05/2016	05/15/2017	\$0 - No Funding Required	All Certified Staff, Admin Team, District Support Coaches/Mentors

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based upon multiple data sources. Students will track progress.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Certified and Classified Personnel, Admin Team

Measurable Objective 2:

collaborate to sustain the overall score for Pride Elementary of 95.1 in READING by 05/31/2017 as measured by 2016-2017 KPREP.

Strategy1:

Literacy Initiative - All teachers will implement and refine the use of small group reading instruction. All teachers will work with targeted students to set individual learning goals to foster growth towards proficiency in ELA. This will include: Direct/Explicit Instruction, Skills-based Instruction, Novice Student Identification and Tracking, Progress Monitoring, Name & Claim, Formative Assessments, Data Notebooks, and various other research based strategies.

Category: Learning Systems

Research Cited: Best Practices, Journeys Reading Common Core

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be utilized to determine curricular resources, identify student needs, plan next steps, plan skills based instruction, and include district support personnel.	Academic Support Program Behavioral Support Program Technology Professional Learning	09/05/2016	05/15/2017	\$0 - No Funding Required	All certified staff, District Coaches and Mentors

Comprehensive School Improvement Plan

Pride Elementary School

Activity - Phonics Dance K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize this program to the teach phonics and increase the reading and writing skills of each student in their classroom.	Direct Instruction	08/15/2016	05/15/2017	\$422 - Title I Schoolwide	Primary Teachers and Special Ed Teachers Title I Staff Admin Team SBDM

Activity - CARS, STARS,EXTENTIONS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills based instruction will be enhanced through the use of these programs. CARS assessments will be given to identify target skill deficits. STARS and EXTENTIONS will be utilized to master these identified skills.	Academic Support Program	09/01/2016	05/31/2017	\$0 - Title I Schoolwide	Homeroom teachers, Special Education Teachers

Activity - Journeys Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on individual needs, students will participate in small group reading instruction that accomplishes the mastery of common core reading standards. Teachers will include cold reads of expository text.	Direct Instruction	08/15/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Title I, SBDM

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based on assessment data. Teachers and students will track a variety of data sources.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Teachers, admin team, support staff

Strategy2:

KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit.

Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185 - Title I Schoolwide	Title I Staff, Homeroom Teachers

Goal 2:

Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performng Arts, and Writing.

Comprehensive School Improvement Plan

Pride Elementary School

Measurable Objective 1:

collaborate to complete a review of program for the area of Global Competency and World Languages using the KDE rubric to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

Global Competency & World Language: Program Review Collection & Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Parent Involvement Career Preparation/ Orientation Community Engagement Academic Support Program	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric Global Competency & World Language program review, gather evidence, and report to SBDM on a trimester basis.	Academic Support Program Professional Learning	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff

Measurable Objective 2:

collaborate to complete a review of program in the area of Visual and Performing Arts using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

VPA: Program Review Collection & Use of Data for school Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of VPA. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Comprehensive School Improvement Plan

Pride Elementary School

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/ Orientation Community Engagement Parent Involvement Academic Support Program	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, PTA, FRYSC, Title 1 Staff, District Support Personnel, Outside Agencies

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Visual Performing Arts, gather evidence, and report to SBDM on a trimester basis.	Professional Learning Academic Support Program	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty and Staff, Admin, SBDM, FRYSC, Title I, Parents

Measurable Objective 3:

collaborate to complete reievow of program for K-3 using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

K-3: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of K-3. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning Academic Support Program Policy and Process	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Behavioral Support Program Parent Involvement Academic Support Program Other - Needs Assessment	08/08/2016	09/02/2016	\$0 - No Funding Required	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC

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Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Academic Support Program Other - Needs Assessment Behavioral Support Program Parent Involvement	08/08/2016	09/12/2016	\$1000 - State Funds	Administrative Team, Kindergarten Teachers, Support Staff

Measurable Objective 4:

collaborate to complete a review of program for the area of Writing using the KDE rubric to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

Writing:Program Review Collection & Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Academic Support Program Parent Involvement Career Preparation/ Orientation Community Engagement	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Writing program review, gather evidence, and report to SBDM on a trimester basis.	Academic Support Program Professional Learning	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff

Measurable Objective 5:

collaborate to complete a review of program for Practical Living & Career Studies using rubrics provided by KDE to determine the effectiveness of our program by 05/15/2017 as measured by KDE Program Review Rubric.

Comprehensive School Improvement Plan

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Strategy1:

PL/CS: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Career Preparation/ Orientation Community Engagement Parent Involvement Academic Support Program	08/15/2016	05/15/2017	\$300 - Title I Schoolwide	Faculty and Staff, Admin Team, Title I Staff, PTA, FRYSC, Outside Agencies, District Support Personnel

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will work as a PLC to review the rubric for PL/CS program review, gather evidence, and report to SBDM on a trimester basis.	Policy and Process Academic Support Program Professional Learning	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty, Staff, Admin, SBDM, FRYSC, Title I, Parents

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 from 70.2% in 2015-2016 to 74.0% in 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to sustain the overall score for Pride Elementary of 95.1 in READING by 05/31/2017 as measured by 2016-2017 KPREP.

Strategy1:

Literacy Initiative - All teachers will implement and refine the use of small group reading instruction. All teachers will work with targeted students to set individual learning goals to foster growth towards proficiency in ELA. This will include: Direct/Explicit Instruction, Skills-based Instruction, Novice Student Identification and Tracking, Progress Monitoring, Name & Claim, Formative Assessments, Data Notebooks, and various other research based strategies.

Category: Learning Systems

SY 2016-2017

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Comprehensive School Improvement Plan

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Research Cited: Best Practices, Journeys Reading Common Core

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be utilized to determine curricular resources, identify student needs, plan next steps, plan skills based instruction, and include district support personnel.	Behavioral Support Program Technology Professional Learning Academic Support Program	09/05/2016	05/15/2017	\$0 - No Funding Required	All certified staff, District Coaches and Mentors

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based on assessment data. Teachers and students will track a variety of data sources.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Teachers, admin team, support staff

Activity - Journeys Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on individual needs, students will participate in small group reading instruction that accomplishes the mastery of common core reading standards. Teachers will include cold reads of expository text.	Direct Instruction	08/15/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Title I, SBDM

Activity - Phonics Dance K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize this program to the teach phonics and increase the reading and writing skills of each student in their classroom.	Direct Instruction	08/15/2016	05/15/2017	\$422 - Title I Schoolwide	Primary Teachers and Special Ed Teachers Title I Staff Admin Team SBDM

Activity - CARS, STARS, EXTENTIONS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills based instruction will be enhanced through the use of these programs. CARS assessments will be given to identify target skill deficits. STARS and EXTENTIONS will be utilized to master these identified skills.	Academic Support Program	09/01/2016	05/31/2017	\$0 - Title I Schoolwide	Homeroom teachers, Special Education Teachers

Strategy2:

KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Comprehensive School Improvement Plan

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Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185 - Title I Schoolwide	Title I Staff, Homeroom Teachers

Measurable Objective 2:

collaborate to increase the overall score for Pride Elementary from 91.3% to 92% in Math by 05/31/2017 as measured by KPREP .

Strategy1:

Math Initiative - Students will be given multiple opportunities for practice, skill building, and depth of understanding of mathematical content as defined by KCAS.

Category: Learning Systems

Research Cited: enVisionMATH common core

Activity - enVision MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Daily Common Core Review to support the mastery of KCAS for math. The teachers will utilize all supplemental resources that accompany the program to facilitate high levels of learning.	Academic Support Program Other - Direct Explicit Instruction	08/15/2016	05/15/2017	\$6675 - School Council Funds	Certified, classified, and Title I staff SBDM Admin Team

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be utilized to determine curricular resources, identify student needs, plan next steps, plan skills based instruction, and include district support personnel.	Academic Support Program Professional Learning Behavioral Support Program Technology	09/05/2016	05/15/2017	\$0 - No Funding Required	All Certified Staff, Admin Team, District Support Coaches/Mentors

Activity - CAMS & STAMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support personnel will use the CAMS assessments to determine skills that are deficits, and then will utilize the STAMS materials to target those skills. This program will increase student performance.	Academic Support Program	10/03/2016	05/15/2017	\$4818 - Other	Homeroom Teachers, Special Ed teachers, Title I staff

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based upon multiple data sources. Students will track progress.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Certified and Classified Personnel, Admin Team

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Strategy2:

KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit.

Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185 - Title I Schoolwide	Title I Staff, Homeroom Teachers

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

Goal 1:

Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performng Arts, and Writing.

Measurable Objective 1:

collaborate to complete reievow of program for K-3 using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

K-3: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of K-3. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Other - Needs Assessment Academic Support Program Behavioral Support Program Parent Involvement	08/08/2016	09/02/2016	\$0 - No Funding Required	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Policy and Process Professional Learning Academic Support Program	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Other - Needs Assessment Parent Involvement Academic Support Program Behavioral Support Program	08/08/2016	09/12/2016	\$1000 - State Funds	Administrative Team, Kindergarten Teachers, Support Staff

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

Goal 1:

Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performng Arts, and Writing.

Measurable Objective 1:

collaborate to complete reivew of program for K-3 using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

K-3: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of K-3. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Comprehensive School Improvement Plan

Pride Elementary School

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Parent Involvement Behavioral Support Program Other - Needs Assessment Academic Support Program	08/08/2016	09/02/2016	\$0 - No Funding Required	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Policy and Process Academic Support Program Professional Learning	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Academic Support Program Other - Needs Assessment Behavioral Support Program Parent Involvement	08/08/2016	09/12/2016	\$1000 - State Funds	Administrative Team, Kindergarten Teachers, Support Staff

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

Goal 1:
Increase the combined reading and math proficiency from 70.2% in 2015-2016 to 74.0% in 2018-2019 as indicated by state assessment results.

Measurable Objective 1:
collaborate to sustain the overall score for Pride Elementary of 95.1 in READING by 05/31/2017 as measured by 2016-2017 KPREP.

Strategy1:
KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit.

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Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185 - Title I Schoolwide	Title I Staff, Homeroom Teachers

Strategy2:

Literacy Initiative - All teachers will implement and refine the use of small group reading instruction. All teachers will work with targeted students to set individual learning goals to foster growth towards proficiency in ELA. This will include: Direct/Explicit Instruction, Skills-based Instruction, Novice Student Identification and Tracking, Progress Monitoring, Name & Claim, Formative Assessments, Data Notebooks, and various other research based strategies.

Category: Learning Systems

Research Cited: Best Practices, Journeys Reading Common Core

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based on assessment data. Teachers and students will track a variety of data sources.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Teachers, admin team, support staff

Activity - Phonics Dance K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize this program to the teach phonics and increase the reading and writing skills of each student in their classroom.	Direct Instruction	08/15/2016	05/15/2017	\$422 - Title I Schoolwide	Primary Teachers and Special Ed Teachers Title I Staff Admin Team SBDM

Activity - CARS, STARS, EXTENTIONS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills based instruction will be enhanced through the use of these programs. CARS assessments will be given to identify target skill deficits. STARS and EXTENTIONS will be utilized to master these identified skills.	Academic Support Program	09/01/2016	05/31/2017	\$0 - Title I Schoolwide	Homeroom teachers, Special Education Teachers

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Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be utilized to determine curricular resources, identify student needs, plan next steps, plan skills based instruction, and include district support personnel.	Professional Learning Academic Support Program Behavioral Support Program Technology	09/05/2016	05/15/2017	\$0 - No Funding Required	All certified staff, District Coaches and Mentors

Activity - Journeys Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on individual needs, students will participate in small group reading instruction that accomplishes the mastery of common core reading standards. Teachers will include cold reads of expository text.	Direct Instruction	08/15/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Title I, SBDM

Measurable Objective 2:

collaborate to increase the overall score for Pride Elementary from 91.3% to 92% in Math by 05/31/2017 as measured by KPREP .

Strategy1:

KSI/RTI - Students will be identified based on a universal screener, teacher input, and classroom performance to determine deficit areas in reading & math. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit.

Progress monitoring will occur weekly or biweekly using district curriculum based measures.

Category: Learning Systems

Research Cited: Federal/State/District Mandates

Activity - KSI/RTI Small Group Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will work with small groups to target deficit skills to increase student achievement. A variety of research based materials will be utilized.	Academic Support Program	08/15/2016	05/15/2017	\$121185 - Title I Schoolwide	Title I Staff, Homeroom Teachers

Strategy2:

Math Initiative - Students will be given multiple opportunities for practice, skill building, and depth of understanding of mathematical content as defined by KCAS.

Category: Learning Systems

Research Cited: enVisionMATH common core

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Activity - enVision MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Daily Common Core Review to support the mastery of KCAS for math. The teachers will utilize all supplemental resources that accompany the program to facilitate high levels of learning.	Academic Support Program Other - Direct Explicit Instruction	08/15/2016	05/15/2017	\$6675 - School Council Funds	Certified, classified, and Title I staff SBDM Admin Team

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided planning will be utilized to determine curricular resources, identify student needs, plan next steps, plan skills based instruction, and include district support personnel.	Professional Learning Academic Support Program Behavioral Support Program Technology	09/05/2016	05/15/2017	\$0 - No Funding Required	All Certified Staff, Admin Team, District Support Coaches/Mentors

Activity - CAMS & STAMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support personnel will use the CAMS assessments to determine skills that are deficits, and then will utilize the STAMS materials to target those skills. This program will increase student performance.	Academic Support Program	10/03/2016	05/15/2017	\$4818 - Other	Homeroom Teachers, Special Ed teachers, Title I staff

Activity - Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based upon multiple data sources. Students will track progress.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Certified and Classified Personnel, Admin Team

Goal 2:

Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 64.2% in 2015-2016 to 70.8% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to sustain the average combined Reading and Math for students in the nonduplicated gap group at 67.5% in 2015-2016 to 2016-2017 by 05/31/2017 as measured by KPREP .

Strategy1:

Best Practices & Sustainability - Teachers will continue to refine the use of instructional strategies/activities that are designed around KCAS for ELA. These strategies/activities will help students to become proficient in reading and writing while improving student outcomes and effectively closing gaps.

Category: Continuous Improvement

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Research Cited: Journeys Reading Common Core

Activity - enVisionMATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Daily Common Core Review to support mastery of KCAS for math. Teachers will utilize various supplemental materials to meet student needs and facilitate high levels of learning.	Direct Instruction Academic Support Program	08/15/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Title 1 Staff, SBDM

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as apprentice or low proficient will receive individual conferencing from teachers and administrative support staff throughout the year to set goals, motivate, and track achievement.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Administrative Team, Title 1 Support Staff

Activity - Journeys Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on individual needs, students will participate in small group reading instruction to reach mastery of common core reading standards. Small group instructional activities will be driven by formative assessment data analysis.	Direct Instruction	08/15/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Title 1 Staff, SBDM

Activity - CARS, STARS, EXTENSIONS/ CAMS & STAMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills based instruction for reading and math will be enhanced through the use of these programs. CARS/CAMS assessments will be given to identify target skill deficits. STARS/EXTENSIONS/STAMS will be utilized to master the identified skills.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers

Goal 3:

Pride Elementary will reduce the number of nonduplicated gap students scoring novice in reading from 12.8% in 2014-2015 to 6.4% in 2019-2020 and the number of nonduplicated gap students scoring novice in math from 0% in 2014-2015 to 0% in 2019-2020.

Measurable Objective 1:

collaborate to reduce the number of nonduplicated gap students scoring novice in math from 0% in 2015-2016 to 0.0% in 2016-2017 by 05/31/2017 as measured by KPREP.

Strategy1:

Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to monitor progress.

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Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Behavioral Support Program Academic Support Program	08/29/2016	04/17/2017	\$0 - No Funding Required	Certified Staff, Title I Support Staff, Admin Team, SBDM

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS program will identify areas that need additional support and target skills for identified students.	Academic Support Program	01/03/2017	04/14/2017	\$1500 - Other	Certified Staff, ESS Coordinator, SBDM, FRYSC

Strategy2:

Name & Claim - Admin Team and Certified Staff will identify students that are "bubble kids" and make plans to move the students to the next performance level. Student data will be tracked and progress noted for assessments.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be recorded and next steps planned to provide academic support and promote learning.	Academic Support Program	09/05/2016	05/15/2017	\$0 - No Funding Required	Certified Staff, Admin Team, Title I Staff, Outside Agencies, District Support Personnel

Measurable Objective 2:

collaborate to reduce the number of nonduplicated gap students scoring novice in reading from 12.8% in 2015-2016 to 10.24% in 2016-2017 by 05/31/2017 as measured by KPREP .

Strategy1:

Name & Claim - Admin Team and Certified Staff will identify students that are "bubble kids" and make plans to move the students to the next performance level. Student data will be tracked and progress noted for assessments.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be recorded and next steps planned to provide academic support and promote learning.	Academic Support Program	09/05/2016	05/15/2017	\$0 - No Funding Required	Certified Staff, Admin Team, Title I Staff, Outside Agencies, District Support Personnel

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Strategy2:

Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to monitor progress.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program Behavioral Support Program	08/29/2016	04/17/2017	\$0 - No Funding Required	Certified Staff, Title I Support Staff, Admin Team, SBDM

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS program will identify areas that need additional support and target skills for identified students.	Academic Support Program	01/03/2017	04/14/2017	\$1500 - Other	Certified Staff, ESS Coordinator, SBDM, FRYSC

Goal 4:

Pride Elementary will reduce the number of students scoring novice in reading from 8.2% in 2014-2015 to 4.1% in 2019-2020 and the number of students scoring novice in math from 2.7% in 2014-2015 to 1.35% in 2019-2020.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in reading from 7.6% in 2015-2016 to 6.56% in 2016-2017 by 05/31/2017 as measured by KPREP .

Strategy1:

KSI/RTI - Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance.

Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to weekly.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program	08/29/2016	04/17/2017	\$0 - No Funding Required	Certified Staff, Special Ed Building Coach, Title I Support Staff, Admin Team, District Support Personnel, SBDM

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Strategy2:

ESS - ESS program will identify areas that need additional support and target skills for identified students.

Category: Learning Systems

Research Cited: KDE, District Processes

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Supplemental Research based Materials AM/PM Tutoring	Academic Support Program	01/03/2017	04/14/2017	\$1500 - Other	ESS Coordinator, Outside Agencies, Certified Staff, Title I, Admin Team, District Support Personnel, SBDM, FRYSC

Strategy3:

Name & Claim - Admin Team and Certified Staff will identify students that fall in the novice range according to multiple data sources. Big Buttons documents will be completed to name the students and identify a plan to support students.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with differentiated instruction that is skills driven to improve learning opportunities.	Academic Support Program	08/15/2016	04/28/2017	\$0 - No Funding Required	Admin Team, Special Ed Building Coach, All Staff Members, Title I

Measurable Objective 2:

collaborate to reduce the number of students scoring novice in math from 5.8% in 2015-2016 to 2.16% in 2016-2017 by 05/31/2017 as measured by KPREP.

Strategy1:

Name & Claim - Admin Team and Certified Staff will identify students that fall in the novice range according to multiple data sources. Big Buttons documents will be completed to name the students and identify a plan to support students.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with differentiated instruction that is skills driven to improve learning opportunities.	Academic Support Program	08/15/2016	04/28/2017	\$0 - No Funding Required	Admin Team, Special Ed Building Coach, All Staff Members, Title I

Strategy2:

ESS - ESS program will identify areas that need additional support and target skills for identified students.

Category: Learning Systems

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Research Cited: KDE, District Processes

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Supplemental Research based Materials AM/PM Tutoring	Academic Support Program	01/03/2017	04/14/2017	\$1500 - Other	ESS Coordinator, Outside Agencies, Certified Staff, Title I, Admin Team, District Support Personnel, SBDM, FRYSC

Strategy3:

KSI/RTI - Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance.

Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to weekly.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program	08/29/2016	04/17/2017	\$0 - No Funding Required	Certified Staff, Special Ed Building Coach, Title I Support Staff, Admin Team, District Support Personnel, SBDM

Goal 5:

Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performing Arts, and Writing.

Measurable Objective 1:

collaborate to complete review of program for K-3 using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

K-3: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of K-3. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

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Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Parent Involvement Behavioral Support Program Other - Needs Assessment Academic Support Program	08/08/2016	09/02/2016	\$0 - No Funding Required	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Policy and Process Professional Learning Academic Support Program	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Academic Support Program Other - Needs Assessment Behavioral Support Program Parent Involvement	08/08/2016	09/12/2016	\$1000 - State Funds	Administrative Team, Kindergarten Teachers, Support Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the combined reading and math proficiency for all students in the non-duplicated gap group from 64.2% in 2015-2016 to 70.8% by 2018-2019 as indicated by state assessment results.

Measurable Objective 1:

collaborate to sustain the average combined Reading and Math for students in the nonduplicated gap group at 67.5% in 2015-2016 to 2016-2017 by 05/31/2017 as measured by KPREP .

Strategy1:

Best Practices & Sustainability - Teachers will continue to refine the use of instructional strategies/activities that are designed around KCAS for ELA. These strategies/activities will help students to become proficient in reading and writing while improving student outcomes and

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effectively closing gaps.

Category: Continuous Improvement

Research Cited: Journeys Reading Common Core

Activity - CARS, STARS, EXTENSIONS/CAMS & STAMS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills based instruction for reading and math will be enhanced through the use of these programs. CARS/CAMS assessments will be given to identify target skill deficits. STARS/EXTENTIONS/STAMS will be utilized to master the identified skills.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers

Activity - Student Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as apprentice or low proficient will receive individual conferencing from teachers and administrative support staff throughout the year to set goals, motivate, and track achievement.	Academic Support Program	09/01/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Administrative Team, Title 1 Support Staff

Activity - enVisionMATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Daily Common Core Review to support mastery of KCAS for math. Teachers will utilize various supplemental materials to meet student needs and facilitate high levels of learning.	Direct Instruction Academic Support Program	08/15/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Title 1 Staff, SBDM

Activity - Journeys Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on individual needs, students will participate in small group reading instruction to reach mastery of common core reading standards. Small group instructional activities will be driven by formative assessment data analysis.	Direct Instruction	08/15/2016	05/15/2017	\$0 - No Funding Required	Homeroom Teachers, Special Education Teachers, Title 1 Staff, SBDM

Goal 2:

Pride Elementary will reduce the number of nonduplicated gap students scoring novice in reading from 12.8% in 2014-2015 to 6.4% in 2019-2020 and the number of nonduplicated gap students scoring novice in math from 0% in 2014-2015 to 0% in 2019-2020.

Measurable Objective 1:

collaborate to reduce the number of nonduplicated gap students scoring novice in reading from 12.8% in 2015-2016 to 10.24% in 2016-2017 by 05/31/2017 as measured by KPREP .

Strategy1:

Name & Claim - Admin Team and Certified Staff will identify students that are "bubble kids" and make plans to move the students to the next

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performance level. Student data will be tracked and progress noted for assessments.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be recorded and next steps planned to provide academic support and promote learning.	Academic Support Program	09/05/2016	05/15/2017	\$0 - No Funding Required	Certified Staff, Admin Team, Title I Staff, Outside Agencies, District Support Personnel

Strategy2:

Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to monitor progress.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program Behavioral Support Program	08/29/2016	04/17/2017	\$0 - No Funding Required	Certified Staff, Title I Support Staff, Admin Team, SBDM

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS program will identify areas that need additional support and target skills for identified students.	Academic Support Program	01/03/2017	04/14/2017	\$1500 - Other	Certified Staff, ESS Coordinator, SBDM, FRYSC

Measurable Objective 2:

collaborate to reduce the number of nonduplicated gap students scoring novice in math from 0% in 2015-2016 to 0.0% in 2016-2017 by 05/31/2017 as measured by KPREP.

Strategy1:

Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to monitor progress.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS program will identify areas that need additional support and target skills for identified students.	Academic Support Program	01/03/2017	04/14/2017	\$1500 - Other	Certified Staff, ESS Coordinator, SBDM, FRYSC

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Behavioral Support Program Academic Support Program	08/29/2016	04/17/2017	\$0 - No Funding Required	Certified Staff, Title I Support Staff, Admin Team, SBDM

Strategy2:

Name & Claim - Admin Team and Certified Staff will identify students that are "bubble kids" and make plans to move the students to the next performance level. Student data will be tracked and progress noted for assessments.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Student Data Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be recorded and next steps planned to provide academic support and promote learning.	Academic Support Program	09/05/2016	05/15/2017	\$0 - No Funding Required	Certified Staff, Admin Team, Title I Staff, Outside Agencies, District Support Personnel

Goal 3:

Pride Elementary will reduce the number of students scoring novice in reading from 8.2% in 2014-2015 to 4.1% in 2019-2020 and the number of students scoring novice in math from 2.7% in 2014-2015 to 1.35% in 2019-2020.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice in math from 5.8% in 2015-2016 to 2.16% in 2016-2017 by 05/31/2017 as measured by KPREP.

Strategy1:

KSI/RTI - Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance.

Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to weekly.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

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Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program	08/29/2016	04/17/2017	\$0 - No Funding Required	Certified Staff, Special Ed Building Coach, Title I Support Staff, Admin Team, District Support Personnel, SBDM

Strategy2:

ESS - ESS program will identify areas that need additional support and target skills for identified students.

Category: Learning Systems

Research Cited: KDE, District Processes

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Supplemental Research based Materials AM/PM Tutoring	Academic Support Program	01/03/2017	04/14/2017	\$1500 - Other	ESS Coordinator, Outside Agencies, Certified Staff, Title I, Admin Team, District Support Personnel, SBDM, FRYSC

Strategy3:

Name & Claim - Admin Team and Certified Staff will identify students that fall in the novice range according to multiple data sources. Big Buttons documents will be completed to name the students and identify a plan to support students.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with differentiated instruction that is skills driven to improve learning opportunities.	Academic Support Program	08/15/2016	04/28/2017	\$0 - No Funding Required	Admin Team, Special Ed Building Coach, All Staff Members, Title I

Measurable Objective 2:

collaborate to reduce the number of students scoring novice in reading from 7.6% in 2015-2016 to 6.56% in 2016-2017 by 05/31/2017 as measured by KPREP .

Strategy1:

ESS - ESS program will identify areas that need additional support and target skills for identified students.

Category: Learning Systems

Research Cited: KDE, District Processes

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Supplemental Research based Materials AM/PM Tutoring	Academic Support Program	01/03/2017	04/14/2017	\$1500 - Other	ESS Coordinator, Outside Agencies, Certified Staff, Title I, Admin Team, District Support Personnel, SBDM, FRYSC

Strategy2:

Name & Claim - Admin Team and Certified Staff will identify students that fall in the novice range according to multiple data sources. Big Buttons documents will be completed to name the students and identify a plan to support students.

Category: Management Systems

Research Cited: District Process and Procedures

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with differentiated instruction that is skills driven to improve learning opportunities.	Academic Support Program	08/15/2016	04/28/2017	\$0 - No Funding Required	Admin Team, Special Ed Building Coach, All Staff Members, Title I

Strategy3:

KSI/RTI - Kentucky System of Intervention/Response to Intervention - Students will be identified based on universal screening data, teacher input, and classroom performance.

Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Progress monitoring will occur to weekly.

Category: Learning Systems

Research Cited: KDE, Federal Guidelines

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize supplemental resources to provide small group instruction to target deficit skills.	Academic Support Program	08/29/2016	04/17/2017	\$0 - No Funding Required	Certified Staff, Special Ed Building Coach, Title I Support Staff, Admin Team, District Support Personnel, SBDM

Goal 4:

Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performng Arts, and Writing.

Measurable Objective 1:

collaborate to complete reiev of program for K-3 using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

K-3: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine

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effectiveness of programs utilized in the content areas of K-3. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning Policy and Process Academic Support Program	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Other - Needs Assessment Academic Support Program Parent Involvement Behavioral Support Program	08/08/2016	09/12/2016	\$1000 - State Funds	Administrative Team, Kindergarten Teachers, Support Staff

Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Other - Needs Assessment Academic Support Program Parent Involvement Behavioral Support Program	08/08/2016	09/02/2016	\$0 - No Funding Required	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC

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.

N/A (this question does not apply)

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

Goal 1:

Pride Elementary will complete program reviews in the following areas: Practical Living & Career Studies, K-3, Global Competency & World Languages, Visual & Performing Arts, and Writing.

Measurable Objective 1:

collaborate to complete a review of program in the area of Visual and Performing Arts using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

VPA: Program Review Collection & Use of Data for school Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of VPA. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Visual Performing Arts, gather evidence, and report to SBDM on a trimester basis.	Academic Support Program Professional Learning	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty and Staff, Admin, SBDM, FRYSC, Title I, Parents

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Academic Support Program Parent Involvement Community Engagement Career Preparation/Orientation	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, PTA, FRYSC, Title 1 Staff, District Support Personnel, Outside Agencies

Measurable Objective 2:

collaborate to complete a review of program for Practical Living & Career Studies using rubrics provided by KDE to determine the effectiveness of our program by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

PL/CS: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these

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areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Parent Involvement Academic Support Program Career Preparation/Orientation Community Engagement	08/15/2016	05/15/2017	\$300 - Title I Schoolwide	Faculty and Staff, Admin Team, Title I Staff, PTA, FRYSC, Outside Agencies, District Support Personnel

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will work as a PLC to review the rubric for PL/CS program review, gather evidence, and report to SBDM on a trimester basis.	Policy and Process Professional Learning Academic Support Program	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty, Staff, Admin, SBDM, FRYSC, Title I, Parents

Measurable Objective 3:

collaborate to complete a review of program for the area of Global Competency and World Languages using the KDE rubric to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

Global Competency & World Language:Program Review Collection & Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric Global Competency & World Language program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning Academic Support Program	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff

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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Community Engagement Academic Support Program Career Preparation/ Orientation Parent Involvement	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies

Measurable Objective 4:

collaborate to complete reiew of program for K-3 using the rubric provided by KDE to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

K-3: Program Review Collection and Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of K-3. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will work to review the rubric for K-3 program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning Policy and Process Academic Support Program	08/15/2016	05/15/2017	\$0 - No Funding Required	Faculty and staff, Admin, SBDM, FRYSC, Title, Parents

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, & letter recognition (upper and lower). Students scoring below benchmark were considered for intervention. These interventions are completed and monitored on a weekly basis.	Academic Support Program Behavioral Support Program Parent Involvement Other - Needs Assessment	08/08/2016	09/12/2016	\$1000 - State Funds	Administrative Team, Kindergarten Teachers, Support Staff

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Activity - School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be offered back to school orientation to support successful transition to a new school year and increase parental involvement. This will provide support to parents, students, and teachers to identify student needs.	Academic Support Program Other - Needs Assessment Parent Involvement Behavioral Support Program	08/08/2016	09/02/2016	\$0 - No Funding Required	Faculty & Staff Members, Admin, SBDM, Title I, PTA, Outside Agencies, FRYSC

Measurable Objective 5:

collaborate to complete a review of program for the area of Writing using the KDE rubric to determine program effectiveness by 05/15/2017 as measured by KDE Program Review Rubric.

Strategy1:

Writing: Program Review Collection & Use of Data for School Improvement - PLCs will complete rubrics designed by KDE to determine effectiveness of programs utilized in the content areas of practical living and career studies. Teachers will monitor the progress of these areas to determine the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited: KDE

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent nights will be conducted that promote student enrichment and are linked to program review areas. These events support and promote parental involvement and a positive school climate and culture.	Academic Support Program Career Preparation/ Orientation Community Engagement Parent Involvement	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administration Team, Title 1 Staff, PTA, FRYSC, District Support Personnel, Outside Agencies

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Writing program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning Academic Support Program	08/08/2016	05/15/2017	\$0 - No Funding Required	Faculty & Staff Members, Administrative Team, SBDM, FRYSC, Title 1 Staff

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?

Pride Elementary is located in the northwest section of Madisonville, Kentucky and has an enrollment of 440 students in grades kindergarten through fifth grade. Pride Elementary has an energetic, dedicated faculty and staff that includes 19 highly qualified classroom teachers, one CSRT, a full time guidance counselor, a full time curriculum specialist, six resource teachers, a part time Building Special Education Coach, a library-media specialist, full time physical education teacher, a part time Fine Arts teacher, two Speech-Language Pathologists, and a full time Family Resource Coordinator, and a Title 1 certified teacher. Our faculty is strengthened by a support staff of two secretaries and twelve classified instructional assistants. Five cafeteria workers and three custodians complete the school team.

Pride Elementary has an active PTA organization comprised of approximately 100 parents and teachers who meet regularly throughout the year.

Pride Elementary has a diverse school population with several subgroups recognized by the federal government. Attendance rates for the school are currently 95.5%. There is a 63% free/reduced lunch rate. Student demographics include 68% Caucasian, 16% African-American, 7% Hispanic, and 9% other.

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 Pride Elementary is: Through teamwork we provide opportunities, encouragement, and support for success for all students that go beyond the skills to touch students for life. Pride Elementary staff works diligently to support and develop the whole child.

Students have multiple opportunities to participate in programs that foster academic, social, and artistic competence. Programs include Dream Weaver's Art Academy, Courtyard of Curiosity, Chorus, Ignite, Big Brothers/Big Sisters, and 4-H. Camp Pride is available as a help to parents for after school childcare. Pride Elementary offers Title I services to all students. The school is further strengthened by its partnership with the Kentucky Center for Instructional Discipline, Murray State University, and Pennyroyal Mental Health.

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.

Pride Elementary has met and exceeded the goal set in the 2015-2016 school year. The school obtained a Distinguished ranking for the third consecutive year. Pride was the #1 elementary school in Hopkins County overall and in achievement for the second consecutive year.

Pride Elementary has received numerous grants throughout the last few years. These grants have ranged in award value from \$2000 to \$12,000. Currently, Pride students are benefitting from a Project Fit America grant that promote wellness activities that foster a strong school-to-home connection while educating families on the importance of health and wellness. All grants serve as a stepping stone in aiding teachers to move student achievement forward toward our goal of proficiency and a healthier student body.

In an effort to continually improve instruction, teachers will collaborate with all stakeholders.

Over the next three years focus areas for improvement include the following: Reading and Analyzing Text, Transferring Skills, & Analyzing Informational Text. In addition, we will focus on improving Math instruction.

Issues that we will address include: protecting the instructional day, utilization of guided planning, knowledge of resources, and high engagement/rigorous lessons. Changes being made to accomplish these issues include: utilization of district personnel to implement guided planning, master schedule to provide for common planning times, collaborate with curriculum specialist and team to determine lesson effectiveness.

Additional Information

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

Pride Elementary truly offers programming for students that addresses the whole child. We take "pride" in accepting the strengths and weaknesses of gifted, average, and exceptional children. Both stated above are passionate goals of the Pride family.

Dream Big was the selected motto associated with the inception and rebirth of a devoted staff. A strong thread denoted as a focus of high performing schools was culture. Today, Pride Elementary is pleased to share a strong, inviting, and supportive culture for all students, families, and stakeholders