Comprehensive School Improvement

Plan

Paintsville Elementary School

Paintsville Independent

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Executive Summary

Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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.

One data point that sticks out to us is that almost half of our school qualifies for free/ reduced lunch, with almost all of those students being actual free lunch. This shows us that students are living in extreme poverty levels.

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.

One of the barriers to our high level of students living in poverty is that our economy is continuing to decline with the loss of most coal jobs .Most of those students on free or reduced lunch are living within those parameters for their entire life. We are seeing less fluctuation in this trend because poverty is generational in our region.

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.		Paintsville

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:

All students at Paintsville Elementary will be taught by highly skilled educators.

Measurable Objective 1:

demonstrate a behavior hat all teachers and paraeducators will be highly qualified. by 05/31/2016 as measured by by professional qualifications.

Strategy1:

Strategy to Attract High Qualified Educators - School will advertise all open positions on KDE website and follow guidelines for posting and hiring. Principal will follow SBDM policies of consultation to hire for open positions.

Category: Other - Recruitment

Research Cited: Recruitment

Activity - All teachers will be highly qualified.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring process	Policy and Process	08/13/2015	05/31/2016	$0 - Other	PES SBDM and Principal

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?

We completed our Missing Piece diagnostic, using various groups. First, our schools' PTO was addressed. We met with members of the PTO during a monthly meeting. Also, during our school's Back to School Bash, stakeholders were given an opportunity to voice concerns and opinions about the school. We have also conducted a Family Reading Night, in which parents were engaged in discussions about literacy. Finally, we conducted surveys about our school though our school's website and email.

Relationship Building

Overall Rating: 4.0

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

Communications

Overall Rating: 3.29

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	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).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

	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: 3.14

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	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.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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

	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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.0

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

Learning Opportunities

Overall Rating: 3.0

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

	Statement or Question	**Response**	**Rating**
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	**Response**	**Rating**
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	**Response**	**Rating**
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that 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: 3.0

	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.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

   When our committee looked at surveys and discussion notes, we found that most parents feel welcome in our school. Families feel very comfortable with the progress that their child is making in our school. While they may not feel like some things are communicated effectively,they do know that if they need or want to talk to the school about their child, they are welcome to.

   Although, many parents did voice a concern that scheduled conferences are not held at our school. Open House is not used as a conference time, and many parents feel like they can schedule a conference, but would like one just to discuss their child's progress. We also noted that tempts were made to communicate with parents about what test scores really mean, and ways to help their child improve.Many communications are reported as being informal, or through emails, phone calls, or social media.

   We are in the process of making a plan to hold scheduled parent conferences. We hope to communicate more effectively individual child progress

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Relationship Building — 4

Communications — 3.29

Decision Making — 3.14

Advocacy — 3

Learning Opportunities — 3

Community Partnerships — 3
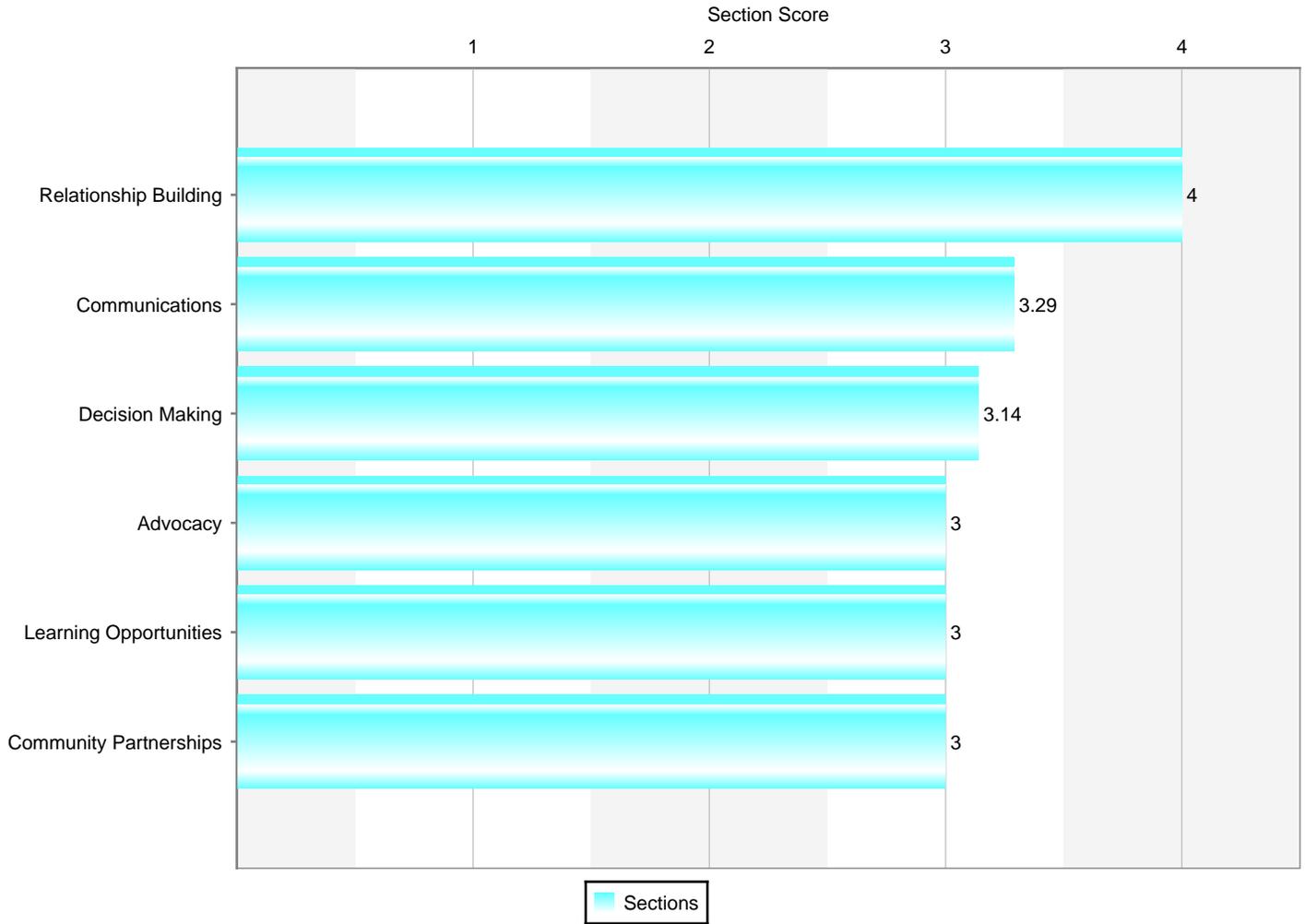
Sections

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.

The school improvement plan was developed during a series of meetings, beginning in August 2016. The faculty and staff were invited to the afterschool meeting. The Principal, Family Resource Coordinator, and one teacher from each grade level met to review the 2015-16 school improvement plan. We looked at the goals from the previous year, assessed which ones has been met, and reviewed those that needed to be continued. The committee committed to meeting multiple times to help with planning the improvement plan. In September, the Site Based Council was also invited to help with the develop the improvement plan. The council assisted with the data analysis and creation of new goals. Also, in September, the committee met to discuss the plan for addressing gap students and the growth scores.

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

Parents, teachers, and stakeholders were invited to attend the PTO meetings, and Family Literacy Nights. In addition, Open House was held, and input was collected then. Emails to staff and parents, regarding surveys were sent, and a post on our school Facebook page was created to collect stakeholder participation.

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

The plan was available to all stakeholders via the school website. A hard copy was also available in the school library, and in the principal's office.

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?

Paintsville Elementary has an overall score of 81.2. Even though we are classified as a Distinguished/ Progressing School of Distinction, we are not satisfied. One of our goals for next year is to increase our scores even more. We do not want to become complacent.

We conducted data analysis workshops with the entire faculty, as well as small group sessions to find ways to maintain our scores. We looked at our Tell Survey results during a faculty meeting and also during a Site Based Council meeting. The results show the teachers felt they had sufficient time to teach, and had access to resources to allow them to effectively support teaching and learning. The staff felt as though they have the support of the community and have great involvement by stakeholders.95.8% felt that they school was a god place to work, overall.

We began our -KPREP data analysis by trying to answer questions about where our strengths and weaknesses were. Our approach when looking at the data was this:
1. In what areas did our students do well?
2. In what areas do we need improvement?
3. What resources can our district provide so that students can achieve?

The data told us that our students did well in reading and math. Our students improved in reading by over 12 points, from 76 in 2014 to 88.4 n 2015. Also,our math scores improved by almost 13 points from 73.4 to 86.0. We also were happy to see that our Gap students did much better on the KPREP this past year, as we met our novice reduction goal points in reading and math. We did see some drop in our Social Studies scores from 88 to 83.1 and a slight drop in our writing scores from 75 to 74.2.

Our school uses many resources to improve our achievement. Continued purchase of many web based resources will contribute to success. We use Lexia Reading, IXL, Study Island, Math Seeds, Brain Pop, Flocabulary, and Moby Max online tools. We also have many classroom sets of Chrome books, laptops, and I pads for student use. The school board adopted a "Bring your Own Device" Policy, in which students may purchase and use their own personal device for classroom use.

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?

Our state classification was Distinguished/ Progressing . Our overall score improved from 69.1 to an 81.2. We were so pleased with our 12 point increase! We noted that our strength is in our achievement in reading and math. Many factors contributed to our increase in test scores. An enhanced curriculum, with technology use woven into lessons daily, as well as re-structured schedules, and placement of teachers. We will continue to offer Lexia Reading, Accelerated Reader, Study Island, and Reading Eggs to supplement the curriculum.

In 2012, a consortium of 17 rural school districts made the commitment to share resources and professional learning opportunities and also work to affect policy and protocol in an effort to connect learners to highly effective teachers every day. This resulted in the development of the Appalachian Renaissance Initiative (ARI) which was awarded a 4-year, multi-million dollar grant by the U. S. Department of Education to improve instructional practices in central Appalachia with a technology based approach. With funds from the grant, over 100 Google Chrome Books have been purchased for the reading and math teachers to use in instruction. Google Classroom is being utilized now to maintain innovation in the classroom. An Infocus Mondo board has been purchased for the 5th grade math teacher and Music teacher, and all classrooms are equipped with Smart board technology. Our school has adopted a BYOD policy (Bring your own device) that allows for maximum use of the technology available. Students in our elementary school are becoming more equipped to become 21st Century learners, though the funds provided by the ARI grant.

We celebrated the fact that our school is classified as a School of Distinction.. We were pleased with the number of students who were considered proficient and distinguished.

Opportunities for Improvement

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

When analyzing our data, we identified our needs for improvement. Writing consistently needs to be focused on, in every grade level. Our students who are in the GAP group need to be continuously monitored.

Those students are monitored through small group tutoring sessions.

Many plans have been put in place to help increase our gap scores. 4-6 grades have created a Skills Class called ICE (Interventions, Connections and Enrichment) While the Gifted and Talented and Special Education students are being pulled for their class, the remaining students are put in small groups for tutoring or remediation. Skills that a student have not mastered will be re-taught or reinforced during this time.

   Our gifted and talented teacher is working with those students who were high achieving, but did not show growth. She has developed specific lessons geared to enrich their education. This will help the proficient students grow into a distinguished student.

   With our new board policy of BYOD (Bring your Own Device), more and more students have access to updated technology. Our 5th and 6th grade teachers have continued to use Google Classroom. This has been very effective because many students who were falling behind, were the ones who did not have access to technology. Using the Google Chrome books and Google Classroom has allowed teachers to differentiate instruction much more than ever before.

Conclusion

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

 Our Site Based Council asked Principal Webb to look into the possibility of providing a more effective testing system for k-6. We a purchase a MAP testing program that will test students in k-6 during intervals throughout the semester. The teachers expressed a
desire to be able to evaluate and assess the students more effectively, thus knowing which students have mastered a skill and which students need remediation. Our first testing window provided that feedback.

At Paintsville Elem, we are convinced that our Gap students would learn more and become more high achieving students if their basic needsare met. All the tutoring in the world is not effective if the student is hungry or sleepy. The Family Resource Center is very involved with many of our Gap students, providing assistance to their families. The FRC helps to provide school supplies,Thanksgiving food baskets, and Christmas gifts for those families. The FRC is also available to help families through any time of need, and maintains close communication with them.

Plan for Comprehensive School Improvement Plan 2016

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2016

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 average combined reading and math K-Prep scores for Paintsville Elementary School students from 55.8 in 2015 to 72.4% by 2018.	Objectives: 2 Strategies: 3 Activities: 3	Academic	$15000
2	Paintsville Elementary students will increase the average writing proficiency ratings for all students from 55.9 in 2016 to 65 in 2018.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
3	Paintsville Elementary will increase School/ Community/ Home Partnerships by May 2018.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$1200
4	All students at Paintsville Elementary will be taught by highly skilled educators.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Learning Environment- School Culture	Objectives: 2 Strategies: 2 Activities: 5	Organizational	$6000
6	The school will have a plan to transitition students into kindergarten.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$800
7	Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0
8	The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing Program Review.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
9	All students at Paintsville Elementary will decrease the number of novice scores on the KPREP test by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$5000
10	All students at Paintsville Elementary will be taught by highly skilled educators.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Increase the average combined reading and math K-Prep scores for Paintsville Elementary School students from 55.8 in 2015 to 72.4% by 2018.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency math and reading in Mathematics by 05/31/2017 as measured by as measured by K-Prep scores.

(shared) Strategy 1:

Response to Intervention - Students who are novice and apprentice will receive "Response to Intervention" during the day. Students who are identified as needing help will be worked with, using RTI strategies. Data will be collected using MAP test three times a year. Students who are identified as Novice and Apprentice will receive RTI.

Category: Continuous Improvement

Research Cited: RTI is a Kentucky Initiative.

Activity - Benchmark Screenings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, a Learning Check Screening will be administered in reading and math to students in 3-6 grades. This will be part of the MAP testing program.	Academic Support Program	08/15/2016	05/31/2017	$5000	District Funding	Mrs. Webb, Principal

Strategy 2:

Technology - Teachers will incorporate technology resources into their math instruction weekly. Students will also have access to targeted computer programs throughout the day and at home, such as IXL, Study Island,Math Seeds, Moby Max, Google Classroom and e-Tiger.

Category: Continuous Improvement

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Studnets will have access to a variety of technology that will enable them to improve reading and math scores.	Technology	08/15/2016	05/31/2017	$10000	School Council Funds	Katie Webb, principal

Strategy 3:

CIITS - Teachers will use CIITS to enhance the curriculum. They will plan lessons, update student and professional growth goals, and schedule peer observations.

Category: Continuous Improvement

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Lesson plans will be submitted weekly. Principal Webb will review and approve plans. | Direct Instruction | 08/15/2016 | 05/31/2017 | $0 | No Funding Required | Principal Webb |

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in Reading by 05/31/2017 as measured by K-Prep scores.

(shared) Strategy 1:

Response to Intervention - Students who are novice and apprentice will receive "Response to Intervention" during the day. Students who are identified as needing help will be worked with, using RTI strategies. Data will be collected using MAP test three times a year. Students who are identified as Novice and Apprentice will receive RTI.

Category: Continuous Improvement

Research Cited: RTI is a Kentucky Initiative.

Activity - Benchmark Screenings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, a Learning Check Screening will be administered in reading and math to students in 3-6 grades. This will be part of the MAP testing program.	Academic Support Program	08/15/2016	05/31/2017	$5000	District Funding	Mrs. Webb, Principal

Goal 2: Paintsville Elementary students will increase the average writing proficiency ratings for all students from 55.9 in 2016 to 65 in 2018.

Measurable Objective 1:

46% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 05/31/2017 as measured by an increase in writing proficiency scores from 55.9 in 2015 to 65 in 2018..

Strategy 1:

Writing Program Plan - A school wide writing program will be continuously updated and implemented in all grade levels.

Category: Continuous Improvement

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the school wide writing plan in their classroom.	Direct Instruction	08/15/2016	05/31/2017	$0	No Funding Required	Principal and teachers

Strategy 2:

Writing Committee - A writing committee will meet each semester to check the progress of writing plan intervention.

Category: Continuous Improvement

Activity - Writing Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will have one teacher representative on the writing committee. They will meet once per semester to check on the implemetation of the writing program.	Professional Learning	08/15/2016	05/31/2017	$0	No Funding Required	Principal Webb

Goal 3: Paintsville Elementary will increase School/ Community/ Home Partnerships by May 2018.

Measurable Objective 1:

collaborate to create more positive school/community/ home connections by 05/31/2017 as measured by parent and community sign in sheets / attendance at school events.

Strategy 1:

Parent Involvement - All teachers will participate in at least one Family/ community night at Paintsville Elementary School throughout the year.

Category: Stakeholder Engagement

Activity - Parent/ Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Events~ Family Testing nights, Family Reading Nights, Family Math night	Parent Involvement	08/01/2016	05/31/2017	$100	Title I Part A	Principal, teachers, FRC Director

Activity - Breaking Down Barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive free school supplies from the FRC and Title 1 (for students deemed homeless) throughout the school year.	Academic Support Program	07/01/2016	08/31/2016	$600	FRYSC, Title I Part A	FRC Director, Principal Webb

Strategy 2:

Back to School Bash - Families will be able to meet their child's teacher, tour the school/ classroom and meet fellow parents during the open house prior to the first day of school.

Category: Stakeholder Engagement

Activity - Back to School Bash	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The school will host a Back to School Bash yearly.	Community Engagement	08/08/2016	08/31/2016	$500	FRYSC	Principal, FRC staff, Faculty and staff

Strategy 3:

School Newletter - The FRC Director will send a weekly newsletter via e-mail to community, parents, and all stakeholders.

Category: Stakeholder Engagement

Activity - Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC Director will send a weekly newsletter via e-mail to all faculty, parents, community, and stakeholders.	Parent Involvement	08/15/2016	05/31/2017	$0	No Funding Required	FRC Director

Strategy 4:

Parent Conferences - Parent conferences will be held each semester. This will allow the teachers to discuss student progress with families.

Category: Stakeholder Engagement

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent -Teacher conferences will be held once per semester.	Parent Involvement	08/15/2016	05/31/2017	$0	No Funding Required	Principal Webb

Goal 4: All students at Paintsville Elementary will be taught by highly skilled educators.

Measurable Objective 1:

demonstrate a behavior that all teachers and paraeducators will be highly qualified. by 05/31/2017 as measured by professional qualifications.

Strategy 1:

Highly qualified teachers and paraeducators - All teachers and pareducators will be highly qualified.

Category: Continuous Improvement

Activity - Highly Qualified teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be highly qualified.	Policy and Process	07/01/2016	05/31/2017	$0	Other	Instructional Supervisor

Goal 5: Learning Environment- School Culture

Measurable Objective 1:

collaborate to create an effective learning community and support a climate conducive to performance excellence. by 05/31/2017 as measured by Tell Survey, teacher surveys, students surveys, and overall achievement of school. .

Strategy 1:

High Expecations - The school leader will set high expectations for all students to learn to high-level content.

Category: Continuous Improvement

Activity - Teacher and Staff decision making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will be involved in both formal and informal decision making processes regarding teaching and learning.	Academic Support Program	08/15/2016	05/31/2017	$0	No Funding Required	Principal, teachers, Instructional Supervisor

Activity - Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will intentionally assign staff to maximize opportunities for all students to have access to staff's instructional strengths.	Policy and Process	07/01/2016	05/31/2017	$0	No Funding Required	Principal

Activity - Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is evidence that student achievement is highly valued and publically celebrated.	Academic Support Program	08/15/2016	05/31/2017	$0	No Funding Required	Principal

Activity - Leadership supprt for learning environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is leadership support for a safe, orderly, and equitable learning environment. (ex. culture audits, school opinion surveys)	Academic Support Program	08/15/2016	05/31/2017	$0	No Funding Required	Principal, Instructional Supervisor, Superintendent

Measurable Objective 2:

collaborate to increase student behavior by 08/01/2017 as measured by The Leader in Me program implementation..

Strategy 1:

Leader in Me - Students will participate in the Leader in Me program.

Category: Continuous Improvement

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn the 7 habits of highly effective people.	Behavioral Support Program	07/01/2017	05/31/2018	$6000	Grant Funds	Principal

Goal 6: The school will have a plan to transitition students into kindergarten.

Measurable Objective 1:

demonstrate a behavior Students entering Kindergarten will demonstate readiness skills. by 08/01/2015 as measured by Brigance testing and teacher observations.

Strategy 1:

Kindergarten Readiness -

How do you know if a child is ready for kindergarten? . Our school district will develop kindergarten readiness checklists for their teachers to use. These will be used in Headstart and Preschool classes that feed into our full day kindergarten classrooms. Checklists will also be available through the office and kindergarten teachers.

Category: Continuous Improvement

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating an "Early Learning Passport" Use this helpful guide to create an "Early Learning Passport" for each child. Kindergarten Readiness Indicators Checklist This is a short checklist that helps you keep track of skills that children have mastered as they move through the pre-kindergarten year. You can use one checklist for each child, and check off skills in the fall, winter and late spring. Some children will not possess all of the skills included here, but that will not prevent them from entering school. This is simply a list of skills that will give you, as an early educator, a place to begin in preparing children for a smooth transition into kindergarten.	Other	08/03/2015	05/27/2016	$0	No Funding Required	Principal, Kindergarten teachers

Strategy 2:

Screenings for Kindergarten students - All students will be screened within the first month of school using the Brigance Readiness Screening.

Category: Continuous Improvement

Activity - Kindergarten Screenings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be tested for readiness using the Brigance Readiness Screening tools.	Academic Support Program	08/01/2015	09/01/2015	$0	No Funding Required	teachers, principal

Strategy 3:

Kindergarten University - Students entering Kindergarten will attend a Kindergarten University during the summer. This will aid in the transition to kindergarten. Students will meet their teachers and assistants. The teachers will do various activities that will help the students be successful in school.

Category: Continuous Improvement

Activity - Kindergarten University	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host a Kindergarten University to prepare students for kindergarten.	Other	07/20/2015	08/12/2015	$800	FRYSC	Elizabeth Bruner, FRC Director, Kindergarten Teachers

Goal 7: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)

Measurable Objective 1:

demonstrate a behavior Data is currently unavailable. Goal and objective data will be set in 2015 after baseline data has been received from first year of implementation. by 08/01/2017 as measured by Data is currently unavailable. Goal and objective data will be set in 2015 after baseline data has been received from first year of implementation..

Strategy 1:

Instruction for Teachers on writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Professional Growth Plan. These will be held once per year.

Category: Professional Learning & Support

Activity - Professional Growth Planning guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers will exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/01/2016	05/31/2017	$0	No Funding Required	Principals, Instructional Supervisor

Activity - PPGES PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of PPGES PD 360 module by all district and school administration.	Professional Learning	08/01/2016	05/31/2017	$0	No Funding Required	Superintendent, Instructional Supervisor, Principals

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Development of professional growth plan based on self-reflection and student growth needs. | Professional Learning | 08/01/2016 | 05/31/2017 | $0 | No Funding Required | Superintendent, Instructional Supervisor, Principal |

Activity - Schedule for observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of an intentional schedule for classroom visits beyond scheduled observations.	Professional Learning	08/01/2016	05/31/2017	$0	No Funding Required	Principal

Activity - District walk throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of an intentional schedule of district walk throughs with principals.	Professional Learning	08/15/2016	05/31/2017	$0	No Funding Required	Principals

Goal 8: The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing Program Review.

Measurable Objective 1:

demonstrate a behavior The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing Program Review. by 05/31/2017 as measured by Program Review document.

Strategy 1:

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

Category: Continuous Improvement

Activity - Distinguished Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities classes, as well as practical living and writing classes will be taught as part of the instructional day.	Direct Instruction	08/15/2016	05/31/2017	$0	No Funding Required	Principal

Goal 9: All students at Paintsville Elementary will decrease the number of novice scores on the KPREP test by 50% by 2020.

Measurable Objective 1:

A 50% decrease of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior a reduction in Reading by 08/03/2020 as measured by reducing of novice scores.

Strategy 1:

MAP testing - Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. You'll have essential information about what each student knows and is ready to learn within 24 hours. Our school will begin using MAP testing in August 2016.

Category: Continuous Improvement

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. You'll have essential information about what each student knows and is ready to learn within 24 hours.	Academic Support Program	08/15/2016	05/31/2017	$5000	District Funding	Principal Webb

Strategy 2:

Intervention- Connections- Enrichment - Our schedule will reflect a skills class for 4-6 grades called ICE (Interventions, Connections, Enrichment) During this time, the gifted students will be enriched during their TD Class. The remaining students will be identified, and those needing interventions will receive extra instruction from the teacher. There will be small groups, one-on-one instruction, and individualized lessons on Google Classroom designed to help the Novice students improve.

Category: Continuous Improvement

Activity - ICE (Interventions Connections and Enrichment) Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student schedules will reflect a skills class called ICE.	Direct Instruction, Technology, Academic Support Program	08/15/2016	05/31/2017	$0	No Funding Required	Principal Webb, 4th, 5th, and 6th grade teachers

Goal 10: All students at Paintsville Elementary will be taught by highly skilled educators.

Measurable Objective 1:

demonstrate a behavior hat all teachers and paraeducators will be highly qualified. by 05/31/2017 as measured by by professional qualifications.

Strategy 1:

Strategy to Attract High Qualified Educators - School will advertise all open positions on KDE website and follow guidelines for posting and hiring. Principal will follow SBDM policies of consultation to hire for open positions.

Category: Other - Recruitment

Research Cited: Recruitment

Activity - All teachers will be highly qualified.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hiring process	Policy and Process	08/15/2016	05/31/2017	$0	Other	PES SBDM and Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Highly Qualified teachers	All teachers will be highly qualified.	Policy and Process	07/01/2016	05/31/2017	$0	Instructional Supervisor
All teachers will be highly qualified.	Hiring process	Policy and Process	08/15/2016	05/31/2017	$0	PES SBDM and Principal
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Studnets will have access to a variety of technology that will enable them to improve reading and math scores.	Technology	08/15/2016	05/31/2017	$10000	Katie Webb, principal
				Total	$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Plan	Teachers will implement the school wide writing plan in their classroom.	Direct Instruction	08/15/2016	05/31/2017	$0	Principal and teachers
Distinguished Programs	Arts and Humanities classes, as well as practical living and writing classes will be taught as part of the instructional day.	Direct Instruction	08/15/2016	05/31/2017	$0	Principal
Staff Assignment	The school will intentionally assign staff to maximize opportunities for all students to have access to staff's instructional strengths.	Policy and Process	07/01/2016	05/31/2017	$0	Principal
Professional Growth Planning guidance and Support	Provide teachers will exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/01/2016	05/31/2017	$0	Principals, Instructional Supervisor
ICE (Interventions Connections and Enrichment) Class	Student schedules will reflect a skills class called ICE.	Direct Instruction, Technology, Academic Support Program	08/15/2016	05/31/2017	$0	Principal Webb, 4th, 5th, and 6th grade teachers

Parent Conferences	Parent -Teacher conferences will be held once per semester.	Parent Involvement	08/15/2016	05/31/2017	$0	Principal Webb
Leadership supprt for learning environment	There is leadership support for a safe, orderly, and equitable learning environment. (ex. culture audits, school opinion surveys)	Academic Support Program	08/15/2016	05/31/2017	$0	Principal, Instructional Supervisor, Superintendent
PPGES PD 360	Completion of PPGES PD 360 module by all district and school administration.	Professional Learning	08/01/2016	05/31/2017	$0	Superintendent, Instructional Supervisor, Principals
Lesson Plans	Lesson plans will be submitted weekly. Principal Webb will review and approve plans.	Direct Instruction	08/15/2016	05/31/2017	$0	Principal Webb
Student Achievement	There is evidence that student achievement is highly valued and publically celebrated.	Academic Support Program	08/15/2016	05/31/2017	$0	Principal
Writing Committee	Each grade level will have one teacher representative on the writing committee. They will meet once per semester to check on the implemetation of the writing program.	Professional Learning	08/15/2016	05/31/2017	$0	Principal Webb
Professional Growth Plan	Development of professional growth plan based on self-reflection and student growth needs.	Professional Learning	08/01/2016	05/31/2017	$0	Superintendent, Instructional Supervisor, Principal
Kindergarten Readiness	Creating an "Early Learning Passport" Use this helpful guide to create an "Early Learning Passport" for each child. Kindergarten Readiness Indicators Checklist This is a short checklist that helps you keep track of skills that children have mastered as they move through the pre-kindergarten year. You can use one checklist for each child, and check off skills in the fall, winter and late spring. Some children will not possess all of the skills included here, but that will not prevent them from entering school. This is simply a list of skills that will give you, as an early educator, a place to begin in preparing children for a smooth transition into kindergarten.	Other	08/03/2015	05/27/2016	$0	Principal, Kindergarten teachers
District walk throughs	Development and implementation of an intentional schedule of district walk throughs with principals.	Professional Learning	08/15/2016	05/31/2017	$0	Principals
Schedule for observations	Development and implementation of an intentional schedule for classroom visits beyond scheduled observations.	Professional Learning	08/01/2016	05/31/2017	$0	Principal

Kindergarten Screenings	All kindergarten students will be tested for readiness using the Brigance Readiness Screening tools.	Academic Support Program	08/01/2015	09/01/2015	$0	teachers, principal
Teacher and Staff decision making	Teachers and staff will be involved in both formal and informal decision making processes regarding teaching and learning.	Academic Support Program	08/15/2016	05/31/2017	$0	Principal, teachers, Instructional Supervisor
Newsletter	The FRC Director will send a weekly newsletter via e-mail to all faculty, parents, community, and stakeholders.	Parent Involvement	08/15/2016	05/31/2017	$0	FRC Director
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Screenings	Three times per year, a Learning Check Screening will be administered in reading and math to students in 3-6 grades. This will be part of the MAP testing program.	Academic Support Program	08/15/2016	05/31/2017	$5000	Mrs. Webb, Principal
MAP Testing	Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. You'll have essential information about what each student knows and is ready to learn within 24 hours.	Academic Support Program	08/15/2016	05/31/2017	$5000	Principal Webb
				Total	$10000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Breaking Down Barriers	Students will receive free school supplies from the FRC and Title 1 (for students deemed homeless) throughout the school year.	Academic Support Program	07/01/2016	08/31/2016	$500	FRC Director, Principal Webb
Kindergarten University	The school will host a Kindergarten University to prepare students for kindergarten.	Other	07/20/2015	08/12/2015	$800	Elizabeth Bruner, FRC Director, Kindergarten Teachers
Back to School Bash	The school will host a Back to School Bash yearly.	Community Engagement	08/08/2016	08/31/2016	$500	Principal, FRC staff, Faculty and staff
				Total	$1800	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader in Me	Students will learn the 7 habits of highly effective people.	Behavioral Support Program	07/01/2017	05/31/2018	$6000	Principal
				Total	$6000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent/ Community Involvement	Family Events~ Family Testing nights, Family Reading Nights, Family Math night	Parent Involvement	08/01/2016	05/31/2017	$100	Principal, teachers, FRC Director
Breaking Down Barriers	Students will receive free school supplies from the FRC and Title 1 (for students deemed homeless) throughout the school year.	Academic Support Program	07/01/2016	08/31/2016	$100	FRC Director, Principal Webb
				Total	$200	

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

Paintsville 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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Paintsville 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.	Yes		

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All students at Paintsville Elementary will be taught by highly skilled educators.

Measurable Objective 1:

demonstrate a behavior that all teachers and paraeducators will be highly qualified. by 05/31/2017 as measured by professional qualifications.

Strategy1:

Highly qualified teachers and paraeducators - All teachers and pareducators will be highly qualified.

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be highly qualified.	Policy and Process	07/01/2016	05/31/2017	$0 - Other	Instructional Supervisor

Goal 2:

Learning Environment- School Culture

Measurable Objective 1:

collaborate to create an effective learning community and support a climate conducive to performance excellence. by 05/31/2017 as measured by Tell Survey, teacher surveys, students surveys, and overall achievement of school. .

Strategy1:

High Expecations - The school leader will set high expectations for all students to learn to high-level content.

Category: Continuous Improvement

Research Cited:

Activity - Leadership supprt for learning environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is leadership support for a safe, orderly, and equitable learning environment. (ex. culture audits, school opinion surveys)	Academic Support Program	08/15/2016	05/31/2017	$0 - No Funding Required	Principal, Instructional Supervisor, Superintendent

Activity - Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will intentionally assign staff to maximize opportunities for all students to have access to staff's instructional strengths.	Policy and Process	07/01/2016	05/31/2017	$0 - No Funding Required	Principal

Activity - Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is evidence that student achievement is highly valued and publically celebrated.	Academic Support Program	08/15/2016	05/31/2017	$0 - No Funding Required	Principal

Activity - Teacher and Staff decision making	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will be involved in both formal and informal decision making processes regarding teaching and learning.	Academic Support Program	08/15/2016	05/31/2017	$0 - No Funding Required	Principal, teachers, Instructional Supervisor

Measurable Objective 2:

collaborate to increase student behavior by 08/01/2017 as measured by The Leader in Me program implementation..

Strategy1:

Leader in Me - Students will participate in the Leader in Me program.

Category: Continuous Improvement

Research Cited:

Activity - Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn the 7 habits of highly effective people.	Behavioral Support Program	07/01/2017	05/31/2018	$6000 - Grant Funds	Principal

Goal 3:

Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES)

Measurable Objective 1:

demonstrate a behavior Data is currently unavailable. Goal and objective data will be set in 2015 after baseline data has been received from first year of implementation. by 08/01/2017 as measured by Data is currently unavailable. Goal and objective data will be set in 2015 after baseline data has been received from first year of implementation..

Strategy1:

Instruction for Teachers on writing Professional Growth Plans - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measurable Professional Growth Plan. These will be held once per year.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of professional growth plan based on self-reflection and student growth needs.	Professional Learning	08/01/2016	05/31/2017	$0 - No Funding Required	Superintendent, Instructional Supervisor, Principal

Activity - District walk throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development and implementation of an intentional schedule of district walk throughs with principals.	Professional Learning	08/15/2016	05/31/2017	$0 - No Funding Required	Principals

Activity - Schedule for observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development and implementation of an intentional schedule for classroom visits beyond scheduled observations.	Professional Learning	08/01/2016	05/31/2017	$0 - No Funding Required	Principal

Activity - Professional Growth Planning guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers will exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/01/2016	05/31/2017	$0 - No Funding Required	Principals, Instructional Supervisor

Activity - PPGES PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of PPGES PD 360 module by all district and school administration.	Professional Learning	08/01/2016	05/31/2017	$0 - No Funding Required	Superintendent, Instructional Supervisor, Principals

Goal 4:

All students at Paintsville Elementary will be taught by highly skilled educators.

Measurable Objective 1:

demonstrate a behavior hat all teachers and paraeducators will be highly qualified. by 05/31/2017 as measured by by professional qualifications.

Strategy1:

Strategy to Attract High Qualified Educators - School will advertise all open positions on KDE website and follow guidelines for posting and

hiring. Principal will follow SBDM policies of consultation to hire for open positions.

Category: Other - Recruitment

Research Cited: Recruitment

Activity - All teachers will be highly qualified.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring process	Policy and Process	08/15/2016	05/31/2017	$0 - Other	PES SBDM and Principal

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

Goal 1:

Increase the average combined reading and math K-Prep scores for Paintsville Elementary School students from 55.8 in 2015 to 72.4% by 2018.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency math and reading in Mathematics by 05/31/2017 as measured by as measured by K-Prep scores.

Strategy1:

Technology - Teachers will incorporate technology resources into their math instruction weekly. Students will also have access to targeted computer programs throughout the day and at home, such as IXL, Study Island,Math Seeds, Moby Max, Google Classroom and e-Tiger.

Category: Continuous Improvement

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Studnets will have access to a variety of technology that will enable them to improve reading and math scores.	Technology	08/15/2016	05/31/2017	$10000 - School Council Funds	Katie Webb, principal

Strategy2:

Response to Intervention - Students who are novice and apprentice will receive "Response to Intervention" during the day. Students who are identified as needing help will be worked with, using RTI strategies. Data will be collected using MAP test three times a year. Students who are identified as Novice and Apprentice will receive RTI.

Category: Continuous Improvement

Research Cited: RTI is a Kentucky Initiative.

Activity - Benchmark Screenings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, a Learning Check Screening will be administered in reading and math to students in 3-6 grades. This will be part of the MAP testing program.	Academic Support Program	08/15/2016	05/31/2017	$5000 - District Funding	Mrs. Webb, Principal

Strategy3:

CIITS - Teachers will use CIITS to enhance the curriculum. They will plan lessons, update student and professional growth goals, and schedule peer observations.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans will be submitted weekly. Principal Webb will review and approve plans.	Direct Instruction	08/15/2016	05/31/2017	$0 - No Funding Required	Principal Webb

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in Reading by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Response to Intervention - Students who are novice and apprentice will receive "Response to Intervention" during the day. Students who are identified as needing help will be worked with, using RTI strategies. Data will be collected using MAP test three times a year. Students who are identified as Novice and Apprentice will receive RTI.

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Three times per year, a Learning Check Screening will be administered in reading and math to students in 3-6 grades. This will be part of the MAP testing program.	Academic Support Program	08/15/2016	05/31/2017	$5000 - District Funding	Mrs. Webb, Principal

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

Goal 1:

The school will have a plan to transitition students into kindergarten.

Measurable Objective 1:

demonstrate a behavior Students entering Kindergarten will demonstate readiness skills. by 08/01/2015 as measured by Brigance testing and teacher observations.

Strategy1:

Screenings for Kindergarten students - All students will be screened within the first month of school using the Brigance Readiness Screening.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Screenings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be tested for readiness using the Brigance Readiness Screening tools.	Academic Support Program	08/01/2015	09/01/2015	$0 - No Funding Required	teachers, principal

Strategy2:

Kindergarten Readiness -

How do you know if a child is ready for kindergarten? . Our school district will develop kindergarten readiness checklists for their teachers to use. These will be used in Headstart and Preschool classes that feed into our full day kindergarten classrooms. Checklists will also be

available through the office and kindergarten teachers.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creating an "Early Learning Passport" Use this helpful guide to create an "Early Learning Passport" for each child. Kindergarten Readiness Indicators Checklist This is a short checklist that helps you keep track of skills that children have mastered as they move through the pre-kindergarten year. You can use one checklist for each child, and check off skills in the fall, winter and late spring. Some children will not possess all of the skills included here, but that will not prevent them from entering school. This is simply a list of skills that will give you, as an early educator, a place to begin in preparing children for a smooth transition into kindergarten.	Other	08/03/2015	05/27/2016	$0 - No Funding Required	Principal, Kindergarten teachers

Strategy3:

Kindergarten University - Students entering Kindergarten will attend a Kindergarten University during the summer. This will aid in the transition to kindergarten. Students will meet their teachers and assistants. The teachers will do various activities that will help the students be successful in school.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten University	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host a Kindergarten University to prepare students for kindergarten.	Other	07/20/2015	08/12/2015	$800 - FRYSC	Elizabeth Bruner, FRC Director, Kindergarten Teachers

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

Goal 1:

The school will have a plan to transitition students into kindergarten.

Measurable Objective 1:

demonstrate a behavior Students entering Kindergarten will demonstate readiness skills. by 08/01/2015 as measured by Brigance testing and teacher observations.

Strategy1:

Screenings for Kindergarten students - All students will be screened within the first month of school using the Brigance Readiness Screening.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Screenings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be tested for readiness using the Brigance Readiness Screening tools.	Academic Support Program	08/01/2015	09/01/2015	$0 - No Funding Required	teachers, principal

Strategy2:

Kindergarten Readiness -

How do you know if a child is ready for kindergarten? . Our school district will develop kindergarten readiness checklists for their teachers to use. These will be used in Headstart and Preschool classes that feed into our full day kindergarten classrooms. Checklists will also be available through the office and kindergarten teachers.

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Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy3:

Kindergarten University - Students entering Kindergarten will attend a Kindergarten University during the summer. This will aid in the transition to kindergarten. Students will meet their teachers and assistants. The teachers will do various activities that will help the students be successful in school.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten University	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host a Kindergarten University to prepare students for kindergarten.	Other	07/20/2015	08/12/2015	$800 - FRYSC	Elizabeth Bruner, FRC Director, Kindergarten Teachers

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

Goal 1:

Increase the average combined reading and math K-Prep scores for Paintsville Elementary School students from 55.8 in 2015 to 72.4% by 2018.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency math and reading in Mathematics by 05/31/2017 as measured by as measured by K-Prep scores.

Strategy1:

CIITS - Teachers will use CIITS to enhance the curriculum. They will plan lessons, update student and professional growth goals, and schedule peer observations.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans will be submitted weekly. Principal Webb will review and approve plans.	Direct Instruction	08/15/2016	05/31/2017	$0 - No Funding Required	Principal Webb

Strategy2:

Technology - Teachers will incorporate technology resources into their math instruction weekly. Students will also have access to targeted computer programs throughout the day and at home, such as IXL, Study Island,Math Seeds, Moby Max, Google Classroom and e-Tiger.

Category: Continuous Improvement

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Studnets will have access to a variety of technology that will enable them to improve reading and math scores.	Technology	08/15/2016	05/31/2017	$10000 - School Council Funds	Katie Webb, principal

Strategy3:

Response to Intervention - Students who are novice and apprentice will receive "Response to Intervention" during the day. Students who are identified as needing help will be worked with, using RTI strategies. Data will be collected using MAP test three times a year. Students who are identified as Novice and Apprentice will receive RTI.

Category: Continuous Improvement

Research Cited: RTI is a Kentucky Initiative.

Activity - Benchmark Screenings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, a Learning Check Screening will be administered in reading and math to students in 3-6 grades. This will be part of the MAP testing program.	Academic Support Program	08/15/2016	05/31/2017	$5000 - District Funding	Mrs. Webb, Principal

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in Reading by 05/31/2017 as measured by K-Prep scores.

Strategy1:

Response to Intervention - Students who are novice and apprentice will receive "Response to Intervention" during the day. Students who are identified as needing help will be worked with, using RTI strategies. Data will be collected using MAP test three times a year. Students who are identified as Novice and Apprentice will receive RTI.

Category: Continuous Improvement

Research Cited: RTI is a Kentucky Initiative.

Activity - Benchmark Screenings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, a Learning Check Screening will be administered in reading and math to students in 3-6 grades. This will be part of the MAP testing program.	Academic Support Program	08/15/2016	05/31/2017	$5000 - District Funding	Mrs. Webb, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 30.9 in 2012 to 66.2 in 2017.

Measurable Objective 1:

demonstrate a proficiency in combined reading and math by 05/30/2014 as measured by K-PREP scores.

Strategy1:

Professional Development - Teachers and Staff will receive professional development in the areas of reading and math instruction.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will receive training on reading and math instruction.	Professional Learning	08/19/2013	05/29/2015	$2000 - District Funding	Professional Development coordinator

Strategy2:

Progress monitoring - Students in the non-duplicated gap group will be identified and monitored throughout the year. Those students will receive planned instruction targeting their weakness. Data will be collected, as to evaluate effects of individualized instruction on access to and progress within the general education curriculum. Consistent and timely monitoring of their improvements will be reported to the principal.

Category:

Research Cited:

Activity - Progress Monitoring- Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gap students' progress toward proficiency will be monitored regularly.	Academic Support Program	09/02/2013	05/29/2015	$0 - No Funding Required	Principal Webb, teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

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

Measurable Objective 1:

demonstrate a behavior The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing Program Review. by 05/31/2017 as measured by Program Review document.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Distinguished Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities classes, as well as practical living and writing classes will be taught as part of the instructional day.	Direct Instruction	08/15/2016	05/31/2017	$0 - No Funding Required	Principal

Executive Summary

Introduction

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

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

Description of the School

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

Paintsville Elementary School is a K-6 school, located in the heart of the Appalachian foothills. Paintsville, the seat of Johnson County, is located on the Big Sandy River in rural Eastern Kentucky. Our school has maintained an average enrollment of approximately 400 students for the past several years. We have very little diversity in our school. 98.2% of our students and 100 percent of the faculty and staff are Caucasian. Our daily attendance rate it 94.6, and our retention rate is 2.3% of students.

Facing an economic downturn, and population decrease in our area, our consistent enrollment gives a testament to the community's commitment to Paintsville Independent Schools. Our school is the hub of the community, with each child becoming an example of "it takes a village to raise a child" mindset. We educate a majority of our students from kindergarten to 12th grade. One cannot discuss Paintsville Elementary School in isolation. One of the things that distinguishes our school district from others is the "one school" mentality. Elementary school children attend high school sporting events, and feel as much school spirit when the fight song is played, as the high school students in the pep section. This is truly one school- "our school." Families have made a commitment to our district for generations. Graduates continue to support our school, whether by volunteering to coach an elementary basketball team, tutoring students afterschool, funding field trips, or serving on the schools' Board of Education. Our graduates are productive and steadfast citizens of our community.

Even though we are extremely proud of our varied accomplishments, we do have many barriers to overcome in order to continue our level of success. Our school is a "School Wide Title 1" school, with over 56% of our students qualifying for free or reduced lunch. That number continues to grow every year, and it is suggested that many more of our low income families are simply too proud to complete paperwork that would qualify them for these programs. The economic downturn that Eastern Kentucky has faced in the past 10 years is felt every day in our schools. The "War on Coal" in reality is also a "War on Eastern Kentucky's Families." The impact of the loss of many large coal companies in our area have caused a decline in high paying jobs for our region. Those jobs are not being replaced with other industry, so many families are struggling to make ends meet. Due to public and low income housing now available in our downtown area, more and more families are moving into the small town of Paintsville to be closer to what few jobs are available. Families who once lived in the surrounding county are making their home in Paintsville. This has caused a steady increase of students who live in poverty who attend Paintsville Independent Schools. We are faced with many students who are transient. They may move multiple times in a school year, thus minimizing the impact of our school culture that many of our students feel. They may move out into the "county" for the spring and summer, and into the "city" during winter months. Many more students are being raised by grandparents or single parents, in homes where rampant drug abuse persists. Generational poverty is also a concern, with rates climbing every year. Students are coming to school less ready for success than ever before, as 44% of our Kindergarten students did not meet Brigance Kindergarten Readiness standards. Enrichment activities, like family vacations, or other cultural experiences, have simply become something most families cannot afford. Families that once had extra money for books, cable TV, magazines, newspapers, or Internet in the homes, are having difficulties paying the electric bill. Family literacy and educational enhancement is sadly, being put on the back burner.

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.

Every singe day-in every single classroom, we live the mission of our school. "The mission of Paintsville Elementary School, as a standard for excellence in Kentucky and the nation, is to ensure for each student a globally comprehensive education in a positive environment which provides individualized and cooperative learning opportunities, produces responsible citizens, and instills a desire for life-long learning through quality instructional programs, sound fiscal management, visionary leadership, and a partnership involving home, school, and community." A group of stakeholders, faculty, and administration worked together to develop the school's mission statement to ensure thatevery student who leaves our doors at Paintsville Elementary School is well on their way to becoming college and career ready.

Each of our 400 students is afforded the opportunity to participate in a variety of courses at Paintsville Elementary. In addition to our rigorous academic curriculum at PES, we offer weekly computer, physical education, library, art and music classes. While other districts are cutting the arts, Paintsville Independent feels strongly that arts education is very important in enriching our children's world. Paintsville Elementary also funds a full-time Librarian. While other surrounding schools are sharing librarians, or completely doing away with certifiedlibrarians, Paintsville Independent employees a full-time high school, and full-time elementary school librarian. That speaks volumes as to our values and beliefs. We strive to afford the best education possible, and have made few cuts in our programs. While the state lowers funding every year, Paintsville makes every attempt to keep our rigor and quality consistent.

The students at Paintsville Elementary are expected to succeed at Paintsville Middle School, and finally graduate from Paintsville High School. They become "Tigers" the moment they enter kindergarten, and those expectations keep our school focused on one goal...to produce college and career ready students. Our school is very different, in the fact that the elementary school understands its roles in the success of our high school. It is exemplified on the high school graduation night, when all teachers K-12 dress in caps and gowns, and participate in the gradation ceremony of "our kids." When the students at Paintsville High School put on their shoes to walk across the stage to receive their high school diploma that night, everyone acknowledges that we, at Paintsville Elementary, taught many of them to tie their laces.

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.

During the last three years, Paintsville Elementary has undergone improvements that have been very well planned and systematic. In effect, our notable achievements have drastically improved during the past three years.

In 2014, our school hired a new principal, and the position of vice principal was added that same year. The new administration set out to re-vitalize a school that was labeled a "Needs Improvement" school in 2013. In 2014-2015, our school received a classification of Proficient/ Progressing. We saw an improvement of our overall score from 62.7 in 2012-13 to 68.0 in 2013-14 to 69.7 in 2014-15, marking a steady incline each year. In the 2015-16 cycle, our scores climbed to 81.2. This year, we were VERY pleased to have been named a Distinguished/ Progressing school, and therefore labeled a School of Distinction. We are also ranked in the top 100 Elementary Schools in Kentucky.

We were pleased with the steady growth of our scores and are continuing to monitor our GAP students closely this year. In 2016, our district added the position of Coordinator of Student Success and Assessment. This person works closely with our principal and assistant principal to ensure that our students are receiving the best opportunities for success.

Also during the 2015-16 school year, our elementary academic team became Regional Governor's Cup champions, making this the 12th championship since 2000. Our students placed first in the region in science, language arts, social studies, and arts and humanities. Our Future Problem Solving team placed in the top ten at state competition in 2014, and in 2012 and 2013 were back to back state champs. They were also regional FPS champions in 2014. Our 6th Grade Academic team was also the 2015 "6th Grade Showcase" Winners.

As part of the Kentucky's Appalachian Renaissance Grant, many of our teachers have been the recipients of grants for innovation in the classroom. Many of our classroom teachers have been trained on using the Growth Mindset plan, and have revamped much of how they teach, using this model.

Our students have participated in STLP, Hour of Code, and the Regional Cedar Coal Fair. We have multiple winners in 4-H talent shows, athletic events, and individual competitions, such as dance or theater.

In the next three years, we have several areas of improvement identified. We achieved our goal of becoming a school of distinction, but now the focus is on maintaining that status. We want our writing, math, and reading scores to continue to increase. In 2016, we purchased the MAP testing program to help us monitor and improve our student success. The first testing session gave us a baseline for student growth throughout the year. We are planning to become a Leader in Me school, and are investing time and energy into making that happen. We have set a goal to be in the top 50 Elementary Schools in Kentucky, and plan to keep our School of Distinction classification for the next three years.

Additional Information

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

Paintsville Independent is celebrating 125 years of academic success. The impact of the education we have provided to students in those years cannot be measured by a single test score or ranking. Paintsville students are taught early on that we accept nothing but the best. We have produced one professional, successful adult after another during those years, and we do not intend for that to change in the next 125 years! Go Tigers