



Comprehensive School Improvement Plan

Paces Creek Elementary
Clay County Public Schools

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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 2014. 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.

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?

Paces Creek Elementary is located in the Paces Creek community of Manchester, Kentucky just outside the city limits. Within our school, we house pre-school through the 6th grade. At the current time, we have an enrollment of 349 students 46.70% are female and 53.30% are male. Our student population is 96.85% caucasian and of the total population 21.49% percent of our students receive Special Education services. Most of our students have parents that never went to college or graduated from high school.

At the current time we have a total of 43 certified and classified staff members. Over the last few years, we have had several teachers to retire from teaching. Also, some of our staff has changed due to the transfer of teachers within the district. This has created a unfortunate need to shift teachers within the accountability grades. Currently, one of our first grade teachers used to be a traveling art/music teacher in the district and our social studies teacher was in special education at another elementary school in our district during last school year. For the last several years our 4th, 5th, and 6th grade was departmentalized. This year we chose to departmentalize 3rd and 4th together and then 5th and 6th.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The staff at Paces Creek elementary believes that all children can learn. It is our duty as an academic institution to recognize the individual differences of our students. In planning and scheduling for each day, we must foster success by addressing each individual need. We must deliver curriculum that is founded upon the Common Core Standards of each discipline. Instruction must be rigorous, high in student engagement, and address the learning styles of our students. Formative and Summative assessments aren't used for grades, but as tools that teachers use to review, refine, and reteach concepts to ensure student understandings. When we put the students first, we foster a school culture of high expectations and successful students.

We the reading initiative, the district and Paces Creek Elementary has implemented the "Imagine It" reading program. Students are receiving 120 minutes of reading daily. This encompasses 60 minutes of whole group instruction and 60 minutes of workshop. In addition, our school has an hour of support block in which children receive Reading Mastery or enrichment depending upon individual needs in K-6. We have the "Save the Children Program" that also focuses on reading development during and afterschool with a summer camp. This year we have a "Promise Neighbor Grant" that is working with our school to help with the Program Review piece and added an additional staff memory to help with our instructional needs.

Believe all students can
Excel and
Accept
Responsibility and be
Successful

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.

Over the last three years our school has made some improvements. Paces Creek Elementary met all NCLB goal. Of students in grades 3-6, 21% were below Proficient in Reading. In Math, 15% of students in grades 3-6 were below Proficient. According to fall MAP scores 2011, 42 students in grades K-3 are 1, 2, 3 grade levels behind. According to the 2011 KCCT reading scores, 21% of students in grades 3-6 scored below proficient or distinguished. According to 2011 KCCT math scores, 15% of students in grades 3-6 scored below proficient or distinguished: 4th grade science 14%, 5th grade social studies 54% and 5th grade on-demand 28%.

According to last years K-Prep test scores, we only had 14.9% growth in Math, and 28.9% growth in Reading. These scores are well below the state and district average. We will have to focus heavily on these areas for improvement.

In the fall, 52% of students in K-6 were above level as measured by MAP. K-3 45% were above level in math.

Our RIT growth average for reading was 5.4 in the fall of 2012.

Our RIT growth average for math was 5.1 in the fall of 2012.

Additional Information

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

The staff at Paces Creek Elementary is working together to ensure that all students are learning at his/her highest level. Professional Learning Communities within the school are meeting weekly to discuss student data and curriculum challenges. All teachers have analyzed the K-PREP and MAP data for the school and individual classrooms. Teachers are keeping curriculum and data notebooks. These notebooks are a few missing pieces from previous years, that are now being used to drive instruction. Teachers have begun to target students for additional instruction or setting goals for students so they understand the expectations. Teachers are also developing their websites to use as instructional tools and to increase community involvement. Paces Creek Elementary is setting higher expectations for the staff and our students. We are working together to grow teachers and students.

KDE 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?

By reviewing and studying the 2012 KPREP scores and MAP scores, our school will analyze the necessary actions that need to be taken in order to ensure our students are learning at the highest level possible.

According to the data from the 2012 KPREP, 72% of students in grades 3-6 scored below a proficient or distinguished in reading.

According to the 2012 fall MAP scores, 52% of students in grades K-6 were above level in reading.

Our RIT growth average for reading was 5.4 in the fall of 2012.

According to the data from the 2012 KPREP, 87.1% of students in grades 3-6 scored below proficient or distinguished in math.

According to the 2012 fall MAP scores, students in grades K-3 were above level in math.

Our RIT growth average for math was 5.1 in the fall of 2012.

According to the 2012 KPREP, 61.4% of students in grade 4 scored below proficient or distinguished in science.

According to the 2012 KPREP, 63.6% of students in grade 5 scored below proficient or distinguished in social studies.

According to the 2012 KPREP, 74.7% of students scored below proficient or distinguished in writing.

According to the 2012 KRPEP, 59.1% of students scored below proficient or distinguished in language mechanics.

In the Reading nonduplicated gap group, 25% of the students scored proficient or distinguished.

In the Math nonduplicated gap group, 19% of the students scored proficient or distinguished.

In the Science nonduplicated gap group, 34% of the students scored proficient or distinguished.

In the Social Studies nonduplicated gap group, 35% scored proficient or distinguished.

In the Language Mechanics nonduplicated gap group, 29% scored proficient or distinguished.

In the Writing nonduplicated gap group, 22% scored proficient or distinguished.

According to the county attendance data, Paces Creek had an average attendance of 92.89%. Our school ranked 6 out of 8 on attendance in the county.

The data itself gives an overall performance level of our students in each instructional discipline. The school data does not provide information pertaining to instructional lapses according to the KCAS standards and areas of instructional refinement that needs to occur.

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?

Paces Creek had several areas of strength in science, social studies, and language mechanics. The science data showed that 38.6% of the students scored proficient and distinguished. In social studies, 36.4% of students scored proficient and distinguished. In language mechanics, 40.9% of students scored proficient and distinguished. To increase our areas of strength, teachers are using a curriculum notebook log and date curriculum to add rigor and required content to instruction. Continuous monitoring of each curriculum notebook will ensure that instruction is aligned with the state standard and that instruction is rigorous and has higher depth of knowledge activities. Teachers are also maintaining Data notebooks of both formative and summative assessment data. Paces Creek has reason to celebrate the effort set forth by the staff to set teacher goals that will increase student performance. Teachers are analyzing the data and targeting students for goal setting. Our teachers will implement instruction that is rich in rigor and student engagement to foster a school culture that enables all students to reach proficiency in all the academic disciplines.

Opportunities for Improvement

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

At Paces Creek Elementary, our focus is going to be on math and reading. These are the areas that are in need of the greatest improvement and will indirectly foster success in the other academic disciplines . We have included numerous programs in the activity part of this plans in to help students reach the goal, which is proficiency. Some of the programs and plans that our school has in place are:

- * MAP testing
- *Reading Mastery
- *Reading recovery
- *Scootpad math program
- *Success Maker
- *Math and reading interventionist
- *Teaching from deconstructed standards
- *Bell ringers
- *Exit slips

Conclusion

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

During PLCs and staff meetings, our staff will weekly monitor the progress of our students based on available formative and summative assessment data. The staff will look at the benchmark data of all students and then discuss instructional changes that need to occur. Teachers and administrators will also set student goals for the spring MAP assessment for all students in Reading and Math. After the spring MAP assessment, the staff will add student scores to the reading data wall. This data will be used to target students to place in supportive instruction for the beginning of the next school year. Teachers will also have explicit discussions about the curriculum and share activities that have been successful. With the release of the new Science standards, the science teachers at our school will begin to work with the district to create a science curriculum map for instruction. We want to make sure that the plans that we have in place are working to ensure that our students are reaching the desired goal, which is proficiency.

Response for Required Action: Kindergarten Readiness

Overview

Plan Name

Response for Required Action: Kindergarten Readiness

Plan Rationale

Our school participated in the Brigance Early Childhood screener and in the required Kindergarten screener for Elgin.

Addresses Required Action

Statement

Kindergarten Readiness

Description

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

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.	\$1000

Goal 1: Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017

Measurable Objective 1:

Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.

Strategy 1:

School Readiness - Early Steps and Pre-school staff will help to ensure all students experience effective transitions to school.

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Steps to Success (Save the Children), Kindergarten teachers, and Pre-school staff will develop and disseminate a document outlining kindergarten readiness skills in reading and math for incoming kindergarten students.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Early steps staff, Kindergarten teachers, and pre-school teachers.

Strategy 2:

Learning Environment - The staff at Paces Creek will work together to create a safe and welcoming school climate. Teachers, Parents, and students in collaboration will open communication pathways dealing with attendance, behavior, and parental involvement.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To inform parents about activities pertaining to Paces Creek Elementary several forms of communication will be used to ensure that all parents have knowledge of the activities. Ex. School messenger, newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	05/01/2014	\$1000	General Fund	Paces Creek staff members

Activity - Tell Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tell Surveys will be given twice yearly. Data collected from the survey will be used to refine/address curriculum, behavior, and safety concerns.	Parent Involvement	02/01/2013	05/01/2014	\$0	Other	SBDM, Teachers, and Administration

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
Tell Surveys	The Tell Surveys will be given twice yearly. Data collected from the survey will be used to refine/address curriculum, behavior, and safety concerns.	Parent Involvement	02/01/2013	05/01/2014	\$0	SBDM, Teachers, and Administration
Kindergarten Readiness	Early Steps to Success (Save the Children), Kindergarten teachers, and Pre-school staff will develop and disseminate a document outlining kindergarten readiness skills in reading and math for incoming kindergarten students.	Academic Support Program	02/01/2013	05/15/2014	\$0	Early steps staff, Kindergarten teachers, and pre-school teachers.
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication	To inform parents about activities pertaining to Paces Creek Elementary several forms of communication will be used to ensure that all parents have knowledge of the activities. Ex. School messenger, newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	05/01/2014	\$1000	Paces Creek staff members
Total					\$1000	

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

After the Staff completed a detailed analysis of the data, he staff completed a data wall to create a visual of Paces Creek's performance. The staff then had a productive discussion to create a plan for success. Our school the decide on activities/programs that would be implemented to help close our achievement gap. They are interventions for both math and reading, summer reading program, Reading Recovery, tutoring, and computer programs (Scootpad and Success Maker).

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

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	Measurable Objective	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% in 2012 to 59.5% in 2017	Objectives: 1 Strategies: 3 Activities: 7	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% to 27% by 05/01/2013 as measured by K-PREP.	\$6000

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% in 2012 to 59.5% in 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% to 27% by 05/01/2013 as measured by K-PREP.

Strategy 1:

Literacy Initiative - Students will work in small group settings during support block to improve reading skills

Research Cited: Direct Instruction

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will implement Reading Mastery instructions for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	02/01/2013	05/15/2014	\$0	No Funding Required	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	02/01/2013	05/15/2014	\$6000	Other	RTA teacher

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	J. Brandenburg, Suzie Davis, E. Goins, P. Hicks, and B. Jarvis

Strategy 2:

RTI - School RTI will look at academic and behavioral data for the school.

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Michelle Howard, RTI team members.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLC grade level meetings to discuss the progress of students identified by the RTI team based on formative and summative data. PLC's will focus on individual students who fall within the 40 to 60 percentile range on the MAP assessment.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, All classroom teachers

Strategy 3:

Math Initiative - Students will access computer programs that will enhance math skills.

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-6 scoring below the 20th percentile will utilize Success Maker during math intervention to improve math skills. Students will utilize Scootpad.com and mathplayground.com in the computer lab to boost math skills and concepts according to KCAS standards.	Academic Support Program	02/01/2013	05/06/2013	\$0	No Funding Required	J. Sexton, V. Fultz, T. Gray, all classroom math teachers

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math team will target high-novice students as identified by the K-PREP assessment to receive additional small group instruction provided by the math interventionist.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Tonya Gray, Stacy Adams, Michelle Gilbert

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
Save the Children	Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	02/01/2013	05/15/2014	\$0	J. Brandenburg, Suzie Davis, E. Goins, P. Hicks, and B. Jarvis
PLC	Teachers will meet weekly in PLC grade level meetings to discuss the progress of students identified by the RTI team based on formative and summative data. PLC's will focus on individual students who fall within the 40 to 60 percentile range on the MAP assessment.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, All classroom teachers
Reading Recovery	Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	02/01/2013	05/15/2014	\$6000	RTA teacher
Best Practice	The Math team will target high-novice students as identified by the K-PREP assessment to receive additional small group instruction provided by the math interventionist.	Academic Support Program	02/01/2013	05/15/2014	\$0	Tonya Gray, Stacy Adams, Michelle Gilbert
Progress Monitoring	School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Michelle Howard, RTI team members.
Total					\$6000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reading Mastery	Interventionist will implement Reading Mastery instructions for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	02/01/2013	05/15/2014	\$0	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray
Technology	Students in grades K-6 scoring below the 20th percentile will utilize Success Maker during math intervention to improve math skills. Students will utilize Scootpad.com and mathplayground.com in the computer lab to boost math skills and concepts according to KCAS standards.	Academic Support Program	02/01/2013	05/06/2013	\$0	J. Sexton, V. Fultz, T. Gray, all classroom math teachers
Total					\$0	

Response for Required Action: K-Prep 3rd Grade Proficiency

Overview

Plan Name

Response for Required Action: K-Prep 3rd Grade Proficiency

Plan Rationale

Our school is working together to help ensure that students reach proficiency in math and reading. We are doing formative assessment, using flashbacks to reteach, using daily instruction tracking, and keeping a curriculum notebook. Technology is being used as another form of instruction to increase student skills in math and reading. Our School, along with the district, has implemented the Imagine It reading program. Built into the daily schedule is a support block. This block of time is used for reading intervention, math intervention, and instructional enrichment. Students are being target for goal setting to help. Students will work with the teacher to establish their own performance goal. This establish an open conversation between students and teachers.

Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

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

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017	Objectives: 1 Strategies: 7 Activities: 15	Organizational	Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.	\$3000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% in 2012 to 59.5% in 2017	Objectives: 1 Strategies: 3 Activities: 7	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% to 27% by 05/01/2013 as measured by K-PREP.	\$6000

Goal 1: Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017

Measurable Objective 1:

Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.

Strategy 1:

Curriculum Assessment and Alignment - Teachers will use formative and summative assessment data for flexible grouping during enrichment and intervention block.

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and summative assessment to drive instruction during support block.	Academic Support Program	02/01/2013	05/06/2013	\$0	No Funding Required	All Classroom Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The the 3rd through 6th grade teachers will work with district curriculum coaches to implement best teaching practices and rigorous content.	Professional Learning	02/01/2013	05/15/2014	\$0	Other	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods

Activity - Curriculum and Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain curriculum and data notebooks to document and log daily instruction and organize formative/summative assessments.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the KCAS Deconstructed Standards, ELA in math, and District Maps for classroom instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray and all teachers

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Strategy 2:

School Readiness - Early Steps and Pre-school staff will help to ensure all students experience effective transitions to school.

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Steps to Success (Save the Children), Kindergarten teachers, and Pre-school staff will develop and disseminate a document outlining kindergarten readiness skills in reading and math for incoming kindergarten students.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Early steps staff, Kindergarten teachers, and pre-school teachers.

Strategy 3:

CIITS - CIITS building leader will monitor use of CIITS and work with SBDM to plan goals for continuous involvements to enhance student learning outcomes and meet state/district RTTT measures.

Activity - Teacher engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, assessments, sharing of resources, and analysis of data and reporting.	Policy and Process	02/01/2013	05/13/2013	\$1500	District Funding	Michelle Howard and David Murray

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	02/01/2013	05/01/2014	\$1500	District Funding	Michelle Howard, Tonya Gray, RTA teacher, and David Murray

Strategy 4:

Best Practices - Teachers will attend PD that is appropriate for their discipline and aligned with KCAS and district educational initiatives.

Activity - DE Progress Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Discovery Education's sample questions to create bell ringers and exit slips that are relevant to KCAS. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray and All classroom teachers

Activity - Power Verbs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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To ensure rigour and depth of knowledge in questioning, Power verbs will be introduced and taught based on a schedule beginning in Kindergarten.	Policy and Process	08/05/2013	05/15/2014	\$0	Other	SBDM Council and all classroom teachers
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in aligned, researched based professional developments in reading and math instructional practices and the new science standards.	Academic Support Program	06/01/2013	05/15/2014	\$0	District Funding	All Staff

Strategy 5:

Literacy Initiative - K-6 teachers will implement the Imagine It Reading Program.

Activity - Imagine IT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers in grades K-6 will teach the Imagine It reading program with fidelity and rigor. Instruction will be monitored weekly by building administrators.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Mr. Murray and Michelle Howard

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards 90% on level reading goal.	Professional Learning	02/01/2013	05/15/2014	\$0	Other	Certified and Classified reading staff, David Murray, and Michelle Howard.

Strategy 6:

Math Initiative - Math teachers will collaborate on issues relevant to curriculum and MAP/K-PREP Data.

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-6 will utilize Success Maker in the computer Labs during Support/enrichment block to improve math skills.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	J. Sexton, Tonya Gray, and Vickie Fultz

Activity - Math Curriculum Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of KCAS to determine any instructional needs.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Tonya Gray, Michelle Gilbert, Stacy Adams, and Kristi Woods.
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Strategy 7:

Program Review - Teachers across the disciplines will implement high quality instructional programs intergrating all aspects of the Program Review's content into core disciplines.

Activity - Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team will meet periodically to examine the rubrics for the program review and identify appropriate evidence to calibrate for ratings.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Billy Griffin, and Program Review Team

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% in 2012 to 59.5% in 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% to 27% by 05/01/2013 as measured by K-PREP.

Strategy 1:

Literacy Initiative - Students will work in small group settings during support block to improve reading skills

Research Cited: Direct Instruction

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will implement Reading Mastery instructions for the students falling below the 20th perecentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	02/01/2013	05/15/2014	\$0	No Funding Required	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray

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Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	J. Brandenburg, Suzie Davis, E. Goins, P. Hicks, and B. Jarvis

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	02/01/2013	05/15/2014	\$6000	Other	RTA teacher

Strategy 2:

RTI - School RTI will look at academic and behavioral data for the school.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Michelle Howard, RTI team members.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLC grade level meetings to discuss the progress of students identified by the RTI team based on formative and summative data. PLC's will focus on individual students who fall within the 40 to 60 percentile range on the MAP assessment.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, All classroom teachers

Strategy 3:

Math Initiative - Students will access computer programs that will enhance math skills.

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math team will target high-novice students as identified by the K-PREP assessment to receive additional small group instruction provided by the math interventionist.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Tonya Gray, Stacy Adams, Michelle Gilbert

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades K-6 scoring below the 20th percentile will utilize Success Maker during math intervention to improve math skills. Students will utilize Scootpad.com and mathplayground.com in the computer lab to boost math skills and concepts according to KCAS standards.	Academic Support Program	02/01/2013	05/06/2013	\$0	No Funding Required	J. Sexton, V. Fultz, T. Gray, all classroom math teachers
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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
Curriculum and Data	Teachers will maintain curriculum and data notebooks to document and log daily instruction and organize formative/summative assessments.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers
Imagine IT	Classroom teachers in grades K-6 will teach the Imagine It reading program with fidelity and rigor. Instruction will be monitored weekly by building administrators.	Academic Support Program	02/01/2013	05/15/2014	\$0	Mr. Murray and Michelle Howard
Power Verbs	To ensure rigour and depth of knowledge in questioning, Power verbs will be introduced and taught based on a schedule beginning in Kindergarten.	Policy and Process	08/05/2013	05/15/2014	\$0	SBDM Council and all classroom teachers
Math Curriculum Team	Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of KCAS to determine any instructional needs.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Tonya Gray, Michelle Gilbert, Stacy Adams, and Kristi Woods.
Progress Monitoring	School RTI team will meet regularly to discuss intruactional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Michelle Howard, RTI team members.
Save the Children	Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	02/01/2013	05/15/2014	\$0	J. Brandenburg, Suzie Davis, E. Goins, P. Hicks, and B. Jarvis
Instructional Program	Program review team will meet periodically to examine the rubrics for the program review and identify appropriate evidence to calibrate for ratings.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Billy Griffin, and Program Review Team

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Reading Recovery	Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	02/01/2013	05/15/2014	\$6000	RTA teacher
Kindergarten Readiness	Early Steps to Success (Save the Children), Kindergarten teachers, and Pre-school staff will develop and disseminate a document outlining kindergarten readiness skills in reading and math for incoming kindergarten students.	Academic Support Program	02/01/2013	05/15/2014	\$0	Early steps staff, Kindergarten teachers, and pre-school teachers.
Professional Learning	The the 3rd through 6th grade teachers will work with district curriculum coaches to implement best teaching practices and rigorous content.	Professional Learning	02/01/2013	05/15/2014	\$0	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods
DE Progress Zone	Teachers will utilize Discovery Education's sample questions to create bell ringers and exit slips that are relevant to KCAS. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray and All classroom teachers
Best Practice	The Math team will target high-novice students as identified by the K-PREP assessment to receive additional small group instruction provided by the math interventionist.	Academic Support Program	02/01/2013	05/15/2014	\$0	Tonya Gray, Stacy Adams, Michelle Gilbert
PLC	Teachers will meet weekly in PLC grade level meetings to discuss the progress of students identified by the RTI team based on formative and summative data. PLC's will focus on individual students who fall within the 40 to 60 percentile range on the MAP assessment.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, All classroom teachers
Technology	Students in K-6 will utilize Success Maker in the computer Labs during Support/enrichment block to improve math skills.	Academic Support Program	02/01/2013	05/15/2014	\$0	J. Sexton, Tonya Gray, and Vickie Fultz
Common Core Standards	Teachers will utilize the KCAS Deconstructed Standards, ELA in math, and District Maps for classroom instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray and all teachers
PLC	Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards 90% on level reading goal.	Professional Learning	02/01/2013	05/15/2014	\$0	Certified and Classified reading staff, David Murray, and Michelle Howard.
Total					\$6000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teacher engagement	Teachers will use CIITS for instructional planning, assessments, sharing of resources, and analysis of data and reporting.	Policy and Process	02/01/2013	05/13/2013	\$1500	Michelle Howard and David Murray
Professional Development	Teachers will participate in aligned, researched based professional developments in reading and math instructional practices and the new science standards.	Academic Support Program	06/01/2013	05/15/2014	\$0	All Staff
Data Analysis	Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	02/01/2013	05/01/2014	\$1500	Michelle Howard, Tonya Gray, RTA teacher, and David Murray
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery	Interventionist will implement Reading Mastery instructions for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	02/01/2013	05/15/2014	\$0	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray
Technology	Students in grades K-6 scoring below the 20th percentile will utilize Success Maker during math intervention to improve math skills. Students will utilize Scootpad.com and mathplayground.com in the computer lab to boost math skills and concepts according to KCAS standards.	Academic Support Program	02/01/2013	05/06/2013	\$0	J. Sexton, V. Fultz, T. Gray, all classroom math teachers
Support Block	Teachers will use formative and summative assessment to drive instruction during support block.	Academic Support Program	02/01/2013	05/06/2013	\$0	All Classroom Teachers
Total					\$0	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

Teachers in grade K-6 are taking a collaborative approach to instruction and data. Paces Creek teachers have created data walls for the K-PREP and MAP assessments. PLCs are being used to create explicit conversations about data and curriculum. Our teachers are using formative assessment, flashbacks, daily instruction teaching using the new deconstructed standards, keeping a curriculum notebook up to date. Students are also receiving individual instruction through interventions and tutoring. Teachers will use CIITS as an instructional tool and resource. We are setting high expectations for our staff and students.

Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017	Objectives: 1 Strategies: 7 Activities: 15	Organizational	Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.	\$3000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% in 2012 to 59.5% in 2017	Objectives: 1 Strategies: 3 Activities: 7	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% to 27% by 05/01/2013 as measured by K-PREP.	\$6000

Goal 1: Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017

Measurable Objective 1:

Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.

Strategy 1:

Curriculum Assessment and Alignment - Teachers will use formative and summative assessment data for flexible grouping during enrichment and intervention block.

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and summative assessment to drive instruction during support block.	Academic Support Program	02/01/2013	05/06/2013	\$0	No Funding Required	All Classroom Teachers

Activity - Curriculum and Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain curriculum and data notebooks to document and log daily instruction and organize formative/summative assessments.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The the 3rd through 6th grade teachers will work with district curriculum coaches to implement best teaching practices and rigorous content.	Professional Learning	02/01/2013	05/15/2014	\$0	Other	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the KCAS Deconstructed Standards, ELA in math, and District Maps for classroom instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray and all teachers

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Strategy 2:

CIITS - CIITS building leader will monitor use of CIITS and work with SBDM to plan goals for continuous involvements to enhance student learning outcomes and meet state/district RTTT measures.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	02/01/2013	05/01/2014	\$1500	District Funding	Michelle Howard, Tonya Gray, RTA teacher, and David Murray

Activity - Teacher engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, assessments, sharing of resources, and analysis of data and reporting.	Policy and Process	02/01/2013	05/13/2013	\$1500	District Funding	Michelle Howard and David Murray

Strategy 3:

Program Review - Teachers across the disciplines will implement high quality instructional programs integrating all aspects of the Program Review's content into core disciplines.

Activity - Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team will meet periodically to examine the rubrics for the program review and identify appropriate evidence to calibrate for ratings.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Billy Griffin, and Program Review Team

Strategy 4:

Math Initiative - Math teachers will collaborate on issues relevant to curriculum and MAP/K-PREP Data.

Activity - Math Curriculum Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of KCAS to determine any instructional needs.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Tonya Gray, Michelle Gilbert, Stacy Adams, and Kristi Woods.

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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-6 will utilize Success Maker in the computer Labs during Support/enrichment block to improve math skills.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	J. Sexton, Tonya Gray, and Vickie Fultz

Strategy 5:

School Readiness - Early Steps and Pre-school staff will help to ensure all students experience effective transitions to school.

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Steps to Success (Save the Children), Kindergarten teachers, and Pre-school staff will develop and disseminate a document outlining kindergarten readiness skills in reading and math for incoming kindergarten students.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Early steps staff, Kindergarten teachers, and pre-school teachers.

Strategy 6:

Best Practices - Teachers will attend PD that is appropriate for their discipline and aligned with KCAS and district educational initiatives.

Activity - Power Verbs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure rigour and depth of knowledge in questioning, Power verbs will be introduced and taught based on a schedule beginning in Kindergarten.	Policy and Process	08/05/2013	05/15/2014	\$0	Other	SBDM Council and all classroom teachers

Activity - DE Progress Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Discovery Education's sample questions to create bell ringers and exit slips that are relevant to KCAS. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray and All classroom teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in aligned, researched based professional developments in reading and math instructional practices and the new science standards.	Academic Support Program	06/01/2013	05/15/2014	\$0	District Funding	All Staff

Strategy 7:

Literacy Initiative - K-6 teachers will implement the Imagine It Reading Program.

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Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards 90% on level reading goal.	Professional Learning	02/01/2013	05/15/2014	\$0	Other	Certified and Classified reading staff, David Murray, and Michelle Howard.

Activity - Imagine IT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers in grades K-6 will teach the Imagine It reading program with fidelity and rigor. Instruction will be monitored weekly by building administrators.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Mr. Murray and Michelle Howard

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% in 2012 to 59.5% in 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% to 27% by 05/01/2013 as measured by K-PREP.

Strategy 1:

Literacy Initiative - Students will work in small group settings during support block to improve reading skills

Research Cited: Direct Instruction

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will implement Reading Mastery instructions for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	02/01/2013	05/15/2014	\$0	No Funding Required	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	J. Brandenburg, Suzie Davis, E. Goins, P. Hicks, and B. Jarvis
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Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	02/01/2013	05/15/2014	\$6000	Other	RTA teacher

Strategy 2:

Math Initiative - Students will access computer programs that will enhance math skills.

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math team will target high-novice students as identified by the K-PREP assessment to receive additional small group instruction provided by the math interventionist.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Tonya Gray, Stacy Adams, Michelle Gilbert

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-6 scoring below the 20th percentile will utilize Success Maker during math intervention to improve math skills. Students will utilize Scootpad.com and mathplayground.com in the computer lab to boost math skills and concepts according to KCAS standards.	Academic Support Program	02/01/2013	05/06/2013	\$0	No Funding Required	J. Sexton, V. Fultz, T. Gray, all classroom math teachers

Strategy 3:

RTI - School RTI will look at academic and behavioral data for the school.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLC grade level meetings to discuss the progress of students identified by the RTI team based on formative and summative data. PLC's will focus on individual students who fall within the 40 to 60 percentile range on the MAP assessment.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, All classroom teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Michelle Howard, RTI team members.
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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
Curriculum and Data	Teachers will maintain curriculum and data notebooks to document and log daily instruction and organize formative/summative assessments.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers
Imagine IT	Classroom teachers in grades K-6 will teach the Imagine It reading program with fidelity and rigor. Instruction will be monitored weekly by building administrators.	Academic Support Program	02/01/2013	05/15/2014	\$0	Mr. Murray and Michelle Howard
Common Core Standards	Teachers will utilize the KCAS Deconstructed Standards, ELA in math, and District Maps for classroom instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray and all teachers
Math Curriculum Team	Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of KCAS to determine any instructional needs.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Tonya Gray, Michelle Gilbert, Stacy Adams, and Kristi Woods.
Reading Recovery	Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	02/01/2013	05/15/2014	\$6000	RTA teacher
PLC	Teachers will meet weekly in PLC grade level meetings to discuss the progress of students identified by the RTI team based on formative and summative data. PLC's will focus on individual students who fall within the 40 to 60 percentile range on the MAP assessment.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, All classroom teachers
Best Practice	The Math team will target high-novice students as identified by the K-PREP assessment to receive additional small group instruction provided by the math interventionist.	Academic Support Program	02/01/2013	05/15/2014	\$0	Tonya Gray, Stacy Adams, Michelle Gilbert
Instructional Program	Program review team will meet periodically to examine the rubrics for the program review and identify appropriate evidence to calibrate for ratings.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Billy Griffin, and Program Review Team

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Kindergarten Readiness	Early Steps to Success (Save the Children), Kindergarten teachers, and Pre-school staff will develop and disseminate a document outlining kindergarten readiness skills in reading and math for incoming kindergarten students.	Academic Support Program	02/01/2013	05/15/2014	\$0	Early steps staff, Kindergarten teachers, and pre-school teachers.
PLC	Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards 90% on level reading goal.	Professional Learning	02/01/2013	05/15/2014	\$0	Certified and Classified reading staff, David Murray, and Michelle Howard.
DE Progress Zone	Teachers will utilize Discovery Education's sample questions to create bell ringers and exit slips that are relevant to KCAS. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray and All classroom teachers
Professional Learning	The the 3rd through 6th grade teachers will work with district curriculum coaches to implement best teaching practices and rigorous content.	Professional Learning	02/01/2013	05/15/2014	\$0	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods
Power Verbs	To ensure rigour and depth of knowledge in questioning, Power verbs will be introduced and taught based on a schedule beginning in Kindergarten.	Policy and Process	08/05/2013	05/15/2014	\$0	SBDM Council and all classroom teachers
Progress Monitoring	School RTI team will meet regularly to discuss intructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Michelle Howard, RTI team members.
Technology	Students in K-6 will utilize Success Maker in the computer Labs during Support/enrichment block to improve math skills.	Academic Support Program	02/01/2013	05/15/2014	\$0	J. Sexton, Tonya Gray, and Vickie Fultz
Save the Children	Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	02/01/2013	05/15/2014	\$0	J. Brandenburg, Suzie Davis, E. Goins, P. Hicks, and B. Jarvis
Total					\$6000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Data Analysis	Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	02/01/2013	05/01/2014	\$1500	Michelle Howard, Tonya Gray, RTA teacher, and David Murray
Teacher engagement	Teachers will use CIITS for instructional planning, assessments, sharing of resources, and analysis of data and reporting.	Policy and Process	02/01/2013	05/13/2013	\$1500	Michelle Howard and David Murray
Professional Development	Teachers will participate in aligned, researched based professional developments in reading and math instructional practices and the new science standards.	Academic Support Program	06/01/2013	05/15/2014	\$0	All Staff
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery	Interventionist will implement Reading Mastery instructions for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	02/01/2013	05/15/2014	\$0	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray
Technology	Students in grades K-6 scoring below the 20th percentile will utilize Success Maker during math intervention to improve math skills. Students will utilize Scootpad.com and mathplayground.com in the computer lab to boost math skills and concepts according to KCAS standards.	Academic Support Program	02/01/2013	05/06/2013	\$0	J. Sexton, V. Fultz, T. Gray, all classroom math teachers
Support Block	Teachers will use formative and summative assessment to drive instruction during support block.	Academic Support Program	02/01/2013	05/06/2013	\$0	All Classroom Teachers
Total					\$0	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

Some areas of improvement from the TELL survey are: Teachers need more time for collaboration, we need to have more parent involvement, need to better manage student conduct. Teachers are developing their teacher websites. The website will be used as a tool to inform parents about daily/weekly classroom instruction. These sites will also contain links to programs that can be used at home to address reading and math skills. Teachers are going to use PLCs to analyze student data and curriculum weekly. The minutes or details of the PLCs will be kept in notebooks.

Addresses Required Action

Statement

TELL Survey

Description

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

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017	Objectives: 1 Strategies: 2 Activities: 5	Organizational	Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.	\$1000

Goal 1: Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017

Measurable Objective 1:

Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.

Strategy 1:

Curriculum Assessment and Alignment - Teachers will use formative and summative assessment data for flexible grouping during enrichment and intervention block.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The the 3rd through 6th grade teachers will work with district curriculum coaches to implement best teaching practices and rigorous content.	Professional Learning	02/01/2013	05/15/2014	\$0	Other	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods

Activity - Curriculum and Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain curriculum and data notebooks to document and log daily instruction and organize formative/summative assessments.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers

Strategy 2:

Learning Environment - The staff at Paces Creek will work together to create a safe and welcoming school climate. Teachers, Parents, and students in collaboration will open communication pathways dealing with attendance, behavior, and parental involvement.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To inform parents about activities pertaining to Paces Creek Elementary several forms of communication will be used to ensure that all parents have knowledge of the activities. Ex. School messenger, newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	05/01/2014	\$1000	General Fund	Paces Creek staff members

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Activity - Tell Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tell Surveys will be given twice yearly. Data collected from the survey will be used to refine/address curriculum, behavior, and safety concerns.	Parent Involvement	02/01/2013	05/01/2014	\$0	Other	SBDM, Teachers, and Administration

Activity - Student Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will continue to spell out perfect attendance by receiving a letter for every day of 100%. When perfect attendance is spelled out the class will receive a reward.	Academic Support Program	02/01/2013	05/01/2014	\$0	Other	Classroom teacher, Academic Specialist, School Secretary

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
Curriculum and Data	Teachers will maintain curriculum and data notebooks to document and log daily instruction and organize formative/summative assessments.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers
Tell Surveys	The Tell Surveys will be given twice yearly. Data collected from the survey will be used to refine/address curriculum, behavior, and safety concerns.	Parent Involvement	02/01/2013	05/01/2014	\$0	SBDM, Teachers, and Administration
Student Attendance	Each classroom will continue to spell out perfect attendance by receiving a letter for every day of 100%. When perfect attendance is spelled out the class will receive a reward.	Academic Support Program	02/01/2013	05/01/2014	\$0	Classroom teacher, Academic Specialist, School Secretary
Professional Learning	The the 3rd through 6th grade teachers will work with district curriculum coaches to implement best teaching practices and rigorous content.	Professional Learning	02/01/2013	05/15/2014	\$0	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication	To inform parents about activities pertaining to Paces Creek Elementary several forms of communication will be used to ensure that all parents have knowledge of the activities. Ex. School messenger, newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	05/01/2014	\$1000	Paces Creek staff members
Total					\$1000	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

We are having programs that will address this issue: Dance with Yolantha Harrison, basket weaving with Dianne Simpson, writing with Anne Shelby.

Addresses Required Action

Statement

Program Reviews

Description

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

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.	\$3000

Goal 1: Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017

Measurable Objective 1:

Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.

Strategy 1:

CIITS - CIITS building leader will monitor use of CIITS and work with SBDM to plan goals for continuous involvements to enhance student learning outcomes and meet state/district RTTT measures.

Activity - Teacher engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, assessments, sharing of resources, and analysis of data and reporting.	Policy and Process	02/01/2013	05/13/2013	\$1500	District Funding	Michelle Howard and David Murray
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	02/01/2013	05/01/2014	\$1500	District Funding	Michelle Howard, Tonya Gray, RTA teacher, and David Murray

Strategy 2:

Program Review - Teachers across the disciplines will implement high quality instructional programs intergrating all aspects of the Program Review's content into core disciplines.

Activity - Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team will meet periodically to examine the rubrics for the program review and identify appropriate evidence to calibrate for ratings.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Billy Griffin, and Program Review Team

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
Instructional Program	Program review team will meet periodically to examine the rubrics for the program review and identify appropriate evidence to calibrate for ratings.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Billy Griffin, and Program Review Team
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	02/01/2013	05/01/2014	\$1500	Michelle Howard, Tonya Gray, RTA teacher, and David Murray
Teacher engagement	Teachers will use CIITS for instructional planning, assessments, sharing of resources, and analysis of data and reporting.	Policy and Process	02/01/2013	05/13/2013	\$1500	Michelle Howard and David Murray
Total					\$3000	

Paces Creek Elementary CSIP

Overview

Plan Name

Paces Creek Elementary CSIP

Plan Description

School CSIP 2012-2013

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017	Objectives: 1 Strategies: 8 Activities: 18	Organizational	Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.	\$4000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% in 2012 to 59.5% in 2017	Objectives: 1 Strategies: 3 Activities: 7	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% to 27% by 05/01/2013 as measured by K-PREP.	\$6000

Goal 1: Increase the averaged combined reading and math K-PREP scores for Paces Creek Elementary from 20.6% to 72% in 2017

Measurable Objective 1:

Collaborate to increase the overall reading and math for Paces Creek Elementary from 20.6 to 28.5 by 05/01/2013 as measured by K-PREP.

Strategy 1:

Curriculum Assessment and Alignment - Teachers will use formative and summative assessment data for flexible grouping during enrichment and intervention block.

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and summative assessment to drive instruction during support block.	Academic Support Program	02/01/2013	05/06/2013	\$0	No Funding Required	All Classroom Teachers

Activity - Curriculum and Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain curriculum and data notebooks to document and log daily instruction and organize formative/summative assessments.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers

Activity - Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the KCAS Deconstructed Standards, ELA in math, and District Maps for classroom instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray and all teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The the 3rd through 6th grade teachers will work with district curriculum coaches to implement best teaching practices and rigorous content.	Professional Learning	02/01/2013	05/15/2014	\$0	Other	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods

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Paces Creek Elementary

Strategy 2:

CIITS - CIITS building leader will monitor use of CIITS and work with SBDM to plan goals for continuous involvements to enhance student learning outcomes and meet state/district RTTT measures.

Activity - Teacher engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, assessments, sharing of resources, and analysis of data and reporting.	Policy and Process	02/01/2013	05/13/2013	\$1500	District Funding	Michelle Howard and David Murray
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	02/01/2013	05/01/2014	\$1500	District Funding	Michelle Howard, Tonya Gray, RTA teacher, and David Murray

Strategy 3:

Program Review - Teachers across the disciplines will implement high quality instructional programs intergrating all aspects of the Program Review's content into core disciplines.

Activity - Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team will meet periodically to examine the rubrics for the program review and identify appropriate evidence to calibrate for ratings.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Billy Griffin, and Program Review Team

Strategy 4:

Math Initiative - Math teachers will collaborate on issues relevant to curriculum and MAP/K-PREP Data.

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-6 will utilize Success Maker in the computer Labs during Support/enrichment block to improve math skills.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	J. Sexton, Tonya Gray, and Vickie Fultz
Activity - Math Curriculum Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Paces Creek Elementary

Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of KCAS to determine any instructional needs.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Tonya Gray, Michelle Gilbert, Stacy Adams, and Kristi Woods.
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Strategy 5:

Best Practices - Teachers will attend PD that is appropriate for their discipline and aligned with KCAS and district educational initiatives.

Activity - Power Verbs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure rigour and depth of knowledge in questioning, Power verbs will be introduced and taught based on a schedule beginning in Kindergarten.	Policy and Process	08/05/2013	05/15/2014	\$0	Other	SBDM Council and all classroom teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in aligned, researched based professional developments in reading and math instructional practices and the new science standards.	Academic Support Program	06/01/2013	05/15/2014	\$0	District Funding	All Staff

Activity - DE Progress Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Discovery Education's sample questions to create bell ringers and exit slips that are relevant to KCAS. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray and All classroom teachers

Strategy 6:

Learning Environment - The staff at Paces Creek will work together to create a safe and welcoming school climate. Teachers, Parents, and students in collaboration will open communication pathways dealing with attendance, behavior, and parental involvement.

Activity - Student Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will continue to spell out perfect attendance by receiving a letter for every day of 100%. When perfect attendance is spelled out the class will receive a reward.	Academic Support Program	02/01/2013	05/01/2014	\$0	Other	Classroom teacher, Academic Specialist, School Secretary

Activity - Tell Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paces Creek Elementary

The Tell Surveys will be given twice yearly. Data collected from the survey will be used to refine/address curriculum, behavior, and safety concerns.	Parent Involvement	02/01/2013	05/01/2014	\$0	Other	SBDM, Teachers, and Administration
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Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To inform parents about activities pertaining to Paces Creek Elementary several forms of communication will be used to ensure that all parents have knowledge of the activities. Ex. School messenger, newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	05/01/2014	\$1000	General Fund	Paces Creek staff members

Strategy 7:

Literacy Initiative - K-6 teachers will implement the Imagine It Reading Program.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards 90% on level reading goal.	Professional Learning	02/01/2013	05/15/2014	\$0	Other	Certified and Classified reading staff, David Murray, and Michelle Howard.

Activity - Imagine IT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers in grades K-6 will teach the Imagine It reading program with fidelity and rigor. Instruction will be monitored weekly by building administrators.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Mr. Murray and Michelle Howard

Strategy 8:

School Readiness - Early Steps and Pre-school staff will help to ensure all students experience effective transitions to school.

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Steps to Success (Save the Children), Kindergarten teachers, and Pre-school staff will develop and disseminate a document outlining kindergarten readiness skills in reading and math for incoming kindergarten students.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Early steps staff, Kindergarten teachers, and pre-school teachers.

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% in 2012 to 59.5% in 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 18.9% to 27% by 05/01/2013 as measured by K-PREP.

Strategy 1:

Literacy Initiative - Students will work in small group settings during support block to improve reading skills

Research Cited: Direct Instruction

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will implement Reading Mastery instructions for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	02/01/2013	05/15/2014	\$0	No Funding Required	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	J. Brandenburg, Suzie Davis, E. Goins, P. Hicks, and B. Jarvis

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	02/01/2013	05/15/2014	\$6000	Other	RTA teacher

Strategy 2:

Math Initiative - Students will access computer programs that will enhance math skills.

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Paces Creek Elementary

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math team will target high-novice students as identified by the K-PREP assessment to receive additional small group instruction provided by the math interventionist.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	Tonya Gray, Stacy Adams, Michelle Gilbert

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-6 scoring below the 20th percentile will utilize Success Maker during math intervention to improve math skills. Students will utilize Scootpad.com and mathplayground.com in the computer lab to boost math skills and concepts according to KCAS standards.	Academic Support Program	02/01/2013	05/06/2013	\$0	No Funding Required	J. Sexton, V. Fultz, T. Gray, all classroom math teachers

Strategy 3:

RTI - School RTI will look at academic and behavioral data for the school.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, Michelle Howard, RTI team members.

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLC grade level meetings to discuss the progress of students identified by the RTI team based on formative and summative data. PLC's will focus on individual students who fall within the 40 to 60 percentile range on the MAP assessment.	Academic Support Program	02/01/2013	05/15/2014	\$0	Other	David Murray, All classroom teachers

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
Instructional Program	Program review team will meet periodically to examine the rubrics for the program review and identify appropriate evidence to calibrate for ratings.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Billy Griffin, and Program Review Team
Progress Monitoring	School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Michelle Howard, RTI team members.
Imagine IT	Classroom teachers in grades K-6 will teach the Imagine It reading program with fidelity and rigor. Instruction will be monitored weekly by building administrators.	Academic Support Program	02/01/2013	05/15/2014	\$0	Mr. Murray and Michelle Howard
Common Core Standards	Teachers will utilize the KCAS Deconstructed Standards, ELA in math, and District Maps for classroom instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray and all teachers
Save the Children	Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	02/01/2013	05/15/2014	\$0	J. Brandenburg, Suzie Davis, E. Goins, P. Hicks, and B. Jarvis
Power Verbs	To ensure rigour and depth of knowledge in questioning, Power verbs will be introduced and taught based on a schedule beginning in Kindergarten.	Policy and Process	08/05/2013	05/15/2014	\$0	SBDM Council and all classroom teachers
Student Attendance	Each classroom will continue to spell out perfect attendance by receiving a letter for every day of 100%. When perfect attendance is spelled out the class will receive a reward.	Academic Support Program	02/01/2013	05/01/2014	\$0	Classroom teacher, Academic Specialist, School Secretary
Professional Learning	The the 3rd through 6th grade teachers will work with district curriculum coaches to implement best teaching practices and rigorous content.	Professional Learning	02/01/2013	05/15/2014	\$0	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods

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Paces Creek Elementary

Curriculum and Data	Teachers will maintain curriculum and data notebooks to document and log daily instruction and organize formative/summative assessments.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers
Technology	Students in K-6 will utilize Success Maker in the computer Labs during Support/enrichment block to improve math skills.	Academic Support Program	02/01/2013	05/15/2014	\$0	J. Sexton, Tonya Gray, and Vickie Fultz
DE Progress Zone	Teachers will utilize Discovery Education's sample questions to create bell ringers and exit slips that are relevant to KCAS. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray and All classroom teachers
PLC	Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards 90% on level reading goal.	Professional Learning	02/01/2013	05/15/2014	\$0	Certified and Classified reading staff, David Murray, and Michelle Howard.
Best Practice	The Math team will target high-novice students as identified by the K-PREP assessment to receive additional small group instruction provided by the math interventionist.	Academic Support Program	02/01/2013	05/15/2014	\$0	Tonya Gray, Stacy Adams, Michelle Gilbert
Reading Recovery	Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	02/01/2013	05/15/2014	\$6000	RTA teacher
Tell Surveys	The Tell Surveys will be given twice yearly. Data collected from the survey will be used to refine/address curriculum, behavior, and safety concerns.	Parent Involvement	02/01/2013	05/01/2014	\$0	SBDM, Teachers, and Administration
Math Curriculum Team	Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of KCAS to determine any instructional needs.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, Tonya Gray, Michelle Gilbert, Stacy Adams, and Kristi Woods.
PLC	Teachers will meet weekly in PLC grade level meetings to discuss the progress of students identified by the RTI team based on formative and summative data. PLC's will focus on individual students who fall within the 40 to 60 percentile range on the MAP assessment.	Academic Support Program	02/01/2013	05/15/2014	\$0	David Murray, All classroom teachers

Comprehensive School Improvement Plan

Paces Creek Elementary

Kindergarten Readiness	Early Steps to Success (Save the Children), Kindergarten teachers, and Pre-school staff will develop and disseminate a document outlining kindergarten readiness skills in reading and math for incoming kindergarten students.	Academic Support Program	02/01/2013	05/15/2014	\$0	Early steps staff, Kindergarten teachers, and pre-school teachers.
Total					\$6000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communication	To inform parents about activities pertaining to Paces Creek Elementary several forms of communication will be used to ensure that all parents have knowledge of the activities. Ex. School messenger, newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	05/01/2014	\$1000	Paces Creek staff members
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher engagement	Teachers will use CIITS for instructional planning, assessments, sharing of resources, and analysis of data and reporting.	Policy and Process	02/01/2013	05/13/2013	\$1500	Michelle Howard and David Murray
Professional Development	Teachers will participate in aligned, researched based professional developments in reading and math instructional practices and the new science standards.	Academic Support Program	06/01/2013	05/15/2014	\$0	All Staff
Data Analysis	Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements.	Policy and Process	02/01/2013	05/01/2014	\$1500	Michelle Howard, Tonya Gray, RTA teacher, and David Murray
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Block	Teachers will use formative and summative assessment to drive instruction during support block.	Academic Support Program	02/01/2013	05/06/2013	\$0	All Classroom Teachers

Comprehensive School Improvement Plan

Paces Creek Elementary

Technology	Students in grades K-6 scoring below the 20th percentile will utilize Success Maker during math intervention to improve math skills. Students will utilize Scootpad.com and mathplayground.com in the computer lab to boost math skills and concepts according to KCAS standards.	Academic Support Program	02/01/2013	05/06/2013	\$0	J. Sexton, V. Fultz, T. Gray, all classroom math teachers
Reading Mastery	Interventionist will implement Reading Mastery instructions for the students falling below the 20th perecentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	02/01/2013	05/15/2014	\$0	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray
Total					\$0	