KDE Comprehensive School

Improvement Plan

Paces Creek Elementary

Clay County

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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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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?

Deep in the heart of the Appalachian Mountains of Southeastern Kentucky is the county seat known as Clay County. Named from the former governor, Clay is the county seat of Manchester, KY, a small city nestled inside the Daniel Boone National forest. The county is spread out among the mountains and the Kentucky River, with winding roads that snake through the foothills of the Appalachia. The families within this small rural community have a median annual income slightly above the poverty line at $22,296 year, which is almost half of the national median. This county currently has an unemployment rate around 12.7% and a disability rate of 11.7%. The majority of the workforce is employed by the local board of education.

Just a few miles from the Hall Rogers Parkway, you will find Paces Creek Elementary. Paces Creek is one of seven grade schools that can be found in Clay County. Most of our students are raised by an adult that never went to college or graduated from high school. Furthermore throughout the county, only 7.4% of the total population has a bachelor's degree or higher. A large percent of our students come from broken homes and a large percentage is raised by a grandparent or another family member. The majority of our students, like the county, receive government assistance and The Family Resource center currently has 68% of our students who participate in the Backpack program. This program sends food items home each weekend with the students.

Paces Creek Elementary currently serves students from Kindergarten through the six grade. At the current time, we have an enrollment of 322 students. At this time, 44.72% of our students are female and 55.28% are male. Our student population is comprised of 97.52% white students, .62% Asian, .31% black, 1.24% Hispanic, and .31% two or more races. Of the total population, 21.74% percent of our students receive Special Education services in the grades K-6. The total faculty consist of 29 highly qualified, certified staff and 23 classified staff members who service the school in various roles. All of our faculty participate annually in job specific Professional Development, along with weekly PLCs (Professional Learning Communities).

Again, our school has experienced many staff changes. At the end of last year, our former principal took a Superintendent's position in another county. The new Principal was hired and assumed the role shortly before the beginning of August. Several teaching changes have also occurred, which has become a common occurrence. We have had three new changes to our accountability grades for this school year. Two of the three new teachers have never taught at the current grade assignment. This fact alone, creates an urgency for the teachers to learn the current content in order to deliver the content with validity. Our new third grade teacher,this year, had previously taught 5th and 6th grade math at Paces Creek. The new 5th and 6th grade math teacher was transferred from a school within the district and had taught 4th grade math at the previous school. We have a new teacher for 5th and 6th grade reading, who has a background in middle and high school education.

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 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, allowing us to foster a school culture of high expectations and successful students.

As a result 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 in the areas of reading and math. We have the "Save the Children Program" that also focuses on reading development during, after-school and with a summer camp. Again, this year we have partnered with the Promise Neighborhood Program. With the help of the program, we are working together to provide educational opportunities to meet the Program Review piece and to enrich the curriculum at Paces Creek.

New this year is our involvement in the PBIS model or the Positive Behavior Intervention and Support. This model is designed to decrease the number of improper behavior infractions during the school year. Students and staff have a clear set of rules and expectations for student behavior and are recognized for the positive behaviors that are portrayed.

Our school mission statement is the following:

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 few years our school has achieved numerous improvements. Before the K-PREP assessment, our school met all the federal NCLB goals. After the first year of the K-PREP assessment, Paces Creek ranked in 1st percentile of schools taking the assessment with a score of 31.3. This poor performance classified us as a needs improvement focus school. The Delivery target for our school during the 2012-2013 year was 32.3. We surpassed that target and achieved an overall score of 52.0. This accomplishment led to a classification of needs improvement, High progress school, along with being known as the 6th most improved school in Kentucky. In the area of Science, 56.9% of our students scored proficient or distinguished. This was an overall increase of 18.3% from the 2011-2012 data. In writing, 40.7% of our students scored proficient or distinguished. This was an increase of 15.4% from the 2011-2012 data.

The areas of Reading and Math have had minimal growth during the last few years. Paces Creek's delivery target for proficiency was a 28.5 for the 2012-2013 score year, we obtained a score of 26.6. This was an increase of 6.0 points from the previous year. The non-duplicated gap data for those scoring proficient and distinguished has followed a similar trajectory. This year our delivery target was 27.0 and we obtained a score of 23.4. This left us 3.6 points for the target, but an improvement of 4.5 points from the year before. Although we fell short of our delivery targets for the non-duplicated gaps groups in reading and math, we had improvement in each discipline. We achieved a score of 29.1 in reading instead of 33.3, but showed an improvement of 3.2 points. In math, we achieved a score of 17.6 which was 3.1 points below the target, but had an improvement in the score of 5.7 points from 2011-2012.

Further analysis of the 2012-2013 data indicated a substantial drop in Social Studies score from the previous year. In 2012-2012 Paces Creek had a non-duplicated gap score of 35.1. We had 36.4% of our students score at the proficient and distinguished level. The 2012- 2013 non-duplicated gap score was a 17.6. This was an increase of 17.5 from the previous year. According to the current data, only 20% of our students scored at the proficient or distinguished level. In the area of Language Mechanics, based on the 2011-2012 data, 33.3% of our students scored proficient or distinguished. Last year's data had a drop of 6.6. It also showed that only 26.7% of our students scored at the proficient or distinguished level in Language Mechanics.

The 2013-2014 K-PREP data continued to indicate that PCE was on the path towards proficiency. With an overall score of 61.1, Paces Creek dropped out of the focus school category and is now a Needs Improvement/Progressing school landing ranking in the 35th percentile a 29% improvement from the previous data. In Reading, 41.9% of our students scored proficient/distinguished, just 5 tenths below our delivery target, During this testing window, Paces Creek met the AMO and rate goal based on the data. Another accolade to celebrate was our Combined Reading and Math score, this years we ascertained a score of 37.8 which was 1.3 above our delivery target. Even though we didn't surpass our delivery target for Non-Duplicated Gap Group for the combined Reading and Math delivery target we received a score of 33.3. This score was 1.8 away from the delivery target of 35.1.

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 has consciously decided to improve and change the culture of Paces Creek Elementary. One approach is by working together to ensure that all students are learning at his/her highest level. To ensure that this goal is met, teachers have decided to have authentic conversations concerning variables that can tangibly be controlled within the learning environment. Growing the next Generation of learners and teachers at Paces Creek Elementary is the primary focus. The Paces Creek Staff has begun to look at the areas of the student's life that can be influenced during the school day. As dictated by state requirements, 100% of our teachers are taking part in the TPGES. Teachers are using various forms of data, to develop professional learning goals and student growth goals for their students, an approach that is different from years past. Teachers will also begin to evaluate other teachers, through observations and conversations.

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. Assessments are no longer being used to ensure that students receive grades for report cards, but as an instructional tool.

Formative assessments are being utilized daily for learning to help teachers reflect and refine instruction. Summative assessments are being used to determine the effectiveness of the instruction or what the students are learning. Teachers are meeting weekly in PLC groups to discuss and reflect on instruction and data.

Teachers are also developing their websites to use as instructional tools and to increase community involvement. The school itself is having monthly student of the programs to celebrate just the smallest achievements for our students. Paces Creek Elementary is setting higher expectations for the staff and our students. We are working together to grow teachers and students to insure a better tomorrow and guarantee higher student achievement.

2014-2015 PCE Proficiency and GAP Goals

Overview

Plan Name

2014-2015 PCE Proficiency and GAP Goals

Plan Description

Paces Creek will continue to follow a structured and rigorous plan for achieving proficiency, as measured by 2013-2014 KPREP data.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP proficiency scores for Paces Creek Elementary from 37.8% to 60.3% in 2017.	Objectives: 1 Strategies: 8 Activities: 24	Organizational	$11500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.8% in 2014 to 60.3% in 2017	Objectives: 1 Strategies: 3 Activities: 9	Organizational	$47000
3	All teachers/principal will fully implement the TPGES/PPGES at Paces Creek by May, 29 2015	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$4000

Goal 1: Increase the averaged combined reading and math K-PREP proficiency scores for Paces Creek Elementary from 37.8% to 60.3% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Paces Creek Elementary from 37.8 to 44.4 by 05/29/2015 as measured by K-PREP.

Strategy 1:

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

Category: Continuous Improvement

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 and to provide differentiated instruction in a small group setting,	Academic Support Program	08/12/2014	06/30/2017	$0	No Funding Required	All Classroom Teachers and administration

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	08/12/2014	05/29/2015	$0	Other	3-6 teachers, James Gray, Michelle Howard, 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 date document implementation and log daily instruction, as well as, a means to organize formative/summative assessments.	Academic Support Program	08/01/2014	12/31/2015	$0	Other	James Gray, 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 deliver rigorous and developmentally appropriate curriculum according to the District curriculum maps aligned with Common Core and KCAS standards, as measured by KPREP and District require assessments. | Academic Support Program | 08/12/2014 | 05/29/2015 | $0 | Other | James Gray, Michelle Howard, District staff, and all teachers |

Strategy 2:

CIITS - CIITS building leader will develop a monthly requirement calendar to monitor CIITS usage and work with SBDM to plan goals for continuous involvements to enhance student learning outcomes and meet state/distrcit RTTT measures.

Category: Professional Learning & Support

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 related to MAP, K-PREP, and Common Assessments.	Policy and Process	08/12/2014	05/29/2015	$1500	District Funding	Michelle Howard, James Gray, District Staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/leaders will use CIITS for analyzing student level data for teacher and school wide instructional improvements, as related to PGES student growth component using MAP and KPREP data as a monitoring tool.	Policy and Process	08/12/2014	05/29/2015	$1500	District Funding	James Gray, Michelle Howard, and Certified PCE Staff

Strategy 3:

Literacy Initiative - K-6 teachers will implement with validity the the Imagine It Reading Program. This program sets aside to hours daily for instruction within a whole group and small group setting.

Category: Continuous Improvement

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 and discussed during PLCs.	Academic Support Program	08/12/2013	06/30/2017	$0	Other	James Gray, Instructional Coach, Teachers

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	08/12/2014	05/29/2015	$0	Other	Certified and Classified reading staff, James Gray, and Michelle Howard.

Strategy 4:

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

Category: Professional Learning & Support

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 Common Core Standards to determine any instructional needs monthly during staff meetings.	Academic Support Program	08/12/2014	06/30/2017	$0	Other	James Gray, Tonya Gray, Michelle Howard, Danny Swafford, Connie Smith, and Kristi Woods.

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-6 will utilize Success Maker, Study Island, Reflex Math, and Envision Math in the during computer time 3 times weekly to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	05/29/2015	$0	Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz

Strategy 5:

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

Category: Continuous Improvement

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 | 01/06/2014 | 05/29/2015 | $0 | Other | James Gray, Billy Griffin, and Program Review Team |

Activity - Instructional Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow a weekly calendar for all grade levels to create Program Review Instructional plans/activities to be delivered to K-6 during library/integrated arts block.	Academic Support Program	10/01/2014	12/31/2015	$0	Other	Librarian, Classroom teachers, Principal, Instructional Coach, Program Review team members.

Activity - SBDM Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A SBDM policy will be updated and revised to ensure that Program Review activities are created and delivered with fidelity and having a required evidence piece.	Policy and Process	08/12/2014	12/31/2015	$0	Other	Program Review Team, Principal, Instructional Coach, SBDM

Strategy 6:

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

Category:

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	12/31/2015	$0	Other	Early steps staff, Kindergarten teachers, and pre-school teachers.

Activity - K-Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Imagine It Pre-screener and k-screener will be used to assess and monitor the school readiness of incoming Kindergarten students to determine instructional needs for individual students.	Academic Support Program	01/06/2014	12/31/2015	$500	District Funding	Preschool/Kindergarten teachers, principal, Instructional coach

Strategy 7:

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

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified teachers and para educators will participate in aligned, researched based professional developments in reading and math instructional practices, the new science standards, and Program Review instructional practices.	Academic Support Program	06/01/2013	12/31/2015	$0	District Funding	All Staff

Activity - Progress Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Discovery Educations progress zone and Common Core resources to develop questions for bell ringers and exit slips that are relevant to KCAS and CCSS.. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	12/31/2015	$0	Other	James Gray, Instructional Coach, All classroom teachers

Activity - Power Verbs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure rigor and depth of knowledge in questioning, Power verbs will be taught explicitly beginning in Kindergarten.	Academic Support Program	08/12/2014	05/29/2015	$0	Other	Principal, District Staff, Instructional coach, and all classroom teachers

Activity - PCE Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paces Creek support staff will participate in PD directly related to job duties that correspond to student achievement.	Academic Support Program	08/12/2014	05/01/2015	$1000	District Funding	Paces Creek Staff

Strategy 8:

Learning Environment - The staff at Paces Creek will work together to create a safe and welcoming school climate. Teachers, Parents, and students will collaborate through open communication pathways to discuss the relationship between attendance, behavior, and parental involvement when looking at student success.

Category: Learning Systems

Activity - Student Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Each classroom will continue to spell out perfect by receiving a letter for every day of 100%. When perfect is spelled out during the set time, the class spelling out perfect first will be rewarded. | Academic Support Program | 12/01/2014 | 12/31/2015 | $0 | Other | Classroom teacher, Academic Specialist, School Secretary |

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	12/31/2015	$0	Other	SBDM, Teachers, and Administration

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	12/31/2015	$1000	General Fund	Paces Creek staff members

Activity - Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paces Creek Elementary will collaborate with the Family Resource Center and Promise Neighborhood Community to offer instructional programs that enrich and extend instructional content.	Academic Support Program	01/06/2014	12/31/2015	$5000	FRYSC	Principal, district, Jessica Woods, and Promise Neighborhood

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paces Creek's PBIS (Postive Behavior Intervention and Support Committee) will develop school wide expectations and monitoring tools to reduce the number of behavior infractions during the school year	Behavioral Support Program	08/12/2014	12/31/2015	$1000	District Funding	James Gray, Kelly Brown, Melanie Hampton, Beth Bowling, Billy Griffin, Jessica Woods, Jennifer Collins

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.8% in 2014 to 60.3% 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 37.8% to 44.4% by 05/29/2015 as measured by K-PREP.

Strategy 1:

Literacy Initiative - Students will work in small groups to ensure differentiated instruction during support block to improve reading skills as measured by MAP data and

monitored through intervention data.

Category: Continuous Improvement

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 intervention for the students falling below the 20th perecentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	08/12/2014	06/30/2017	$0	No Funding Required	K-6 certified/classified staff, principal, instructional coach

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	08/12/2014	06/30/2017	$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 progam. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	08/12/2014	06/30/2017	$0	Other	J. Brandenburg coordinator, Judy Smith, Save the children support staff

Activity - Comprehensive Intervention Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students below the 30th percentile on MAP and Observation Survey Assessment will receive small group instruction for 30 minutes a day for a week.	Academic Support Program	08/12/2014	06/30/2017	$40000	Other	Dema Hacker, Principal, and District staff

Strategy 2:

PCE Math Initiative - Students will access and utilize technology through computer programs to enhance math fluency and skills.

Category: Continuous Improvement

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 scoring below the 20th percentile will utilize Success Maker, study island, Envision 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	08/12/2014	06/30/2017	$0	No Funding Required	Computer teachers and support staff

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	12/19/2014	$0	Other	Tonya Gray, Stacy Adams, Shannon Hinkle, Connie Smith, Instructional Coach

Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice and apprentice on the K-PREP assessment and below the 40th percentile on MAP will be placed in the early morning math lab to improve Mathematics skills	Academic Support Program	09/02/2014	06/30/2017	$1000	Other	Danny Swafford, Math interventionist, Administration

Strategy 3:

RTI system - School RTI team will look at academic and behavioral data to monitor student performance at Paces Creek Elementary.

Category: Management Systems

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/12/2014	06/30/2017	$0	Other	James Gray, 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	08/12/2014	12/31/2015	$0	Other	James Gray, Instructional Coach, RTI team, All classroom teachers

Goal 3: All teachers/principal will fully implement the TPGES/PPGES at Paces Creek by May, 29 2015

Measurable Objective 1:

demonstrate a proficiency in the TPGES/PPGES as outlined in the Next Generation of Learners by 05/01/2015 as measured by state implementation guidelines..

Strategy 1:

PGES - Collaborate to provide professional learning to all teachers regarding the multiple measures of PGES by 5/1/2015 as measured by the number of teachers who have engaged in PGES Professional learning 2014-2015 school year.

Category: Professional Learning & Support

Activity - Next Generation Professionals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paces Creek will develop a school-level PGES implementation monitoring plan that aligns with district plan and the CEP referring to the PGES implementation timeline for principal and teachers.	Professional Learning	08/12/2014	05/29/2015	$0	Other	Superintendent: Central Office Staff: Principals: Instructional coach: teachers

Activity - Educator Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS, PD 360, and required District trainings with an intentional focus on educator development suite and trainings for the PGES.	Professional Learning	08/12/2014	05/01/2015	$0	District Funding	Superintendent:Supervisors: Principal: teachers: Instructional Coach

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

| Teachers will develop student growth goals based on a deficit in an enduring skill for a specific discipline of instruction as indicated by formative assessment data. | Professional Learning | 08/12/2014 | 05/29/2015 | $1000 | District Funding | James Gray, Certified staff |

Activity - Teacher Professional Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PGES data for the purpose of identifying individual professional learning needs and the steps/programs necessary to gain growth in this area.	Academic Support Program	08/12/2014	05/29/2015	$1000	District Funding	Certified staff, James Gray, District staff

Activity - Principal/leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will meet and plan with to develop a time line for state implementation of the PPGES to ensure the leadership is knowledgeable of PPGES components and expectations.	Policy and Process	08/12/2014	12/31/2015	$1000	District Funding	Superintendent, District supervisor, James Gray

Activity - PPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will collaborate to guide/monitor the development of student growth goals and professional growth plans identified as identified in SIPs to achieve long range targets.	Professional Learning	08/12/2014	12/31/2015	$1000	District Funding	Principal/designee, James Gray

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 progam. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	08/12/2014	06/30/2017	$0	J. Brandenburg coordinator, Judy Smith, Save the children support staff
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	12/31/2015	$0	Early steps staff, Kindergarten teachers, and pre-school teachers.
Progress Zone	Teachers will use Discovery Educations progress zone and Common Core resources to develop questions for bell ringers and exit slips that are relevant to KCAS and CCSS.. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	12/31/2015	$0	James Gray, Instructional Coach, All classroom teachers
Student Attendance	Each classroom will continue to spell out perfect by receiving a letter for every day of 100%. When perfect is spelled out during the set time, the class spelling out perfect first will be rewarded.	Academic Support Program	12/01/2014	12/31/2015	$0	Classroom teacher, Academic Specialist, School Secretary
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	12/19/2014	$0	Tonya Gray, Stacy Adams, Shannon Hinkle, Connie Smith, Instructional Coach

Instructional Collaboration	Teachers will follow a weekly calendar for all grade levels to create Program Review Instructional plans/activities to be delivered to K-6 during library/integrated arts block.	Academic Support Program	10/01/2014	12/31/2015	$0	Librarian, Classroom teachers, Principal, Instructional Coach, Program Review team members.
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	08/12/2014	05/29/2015	$0	3-6 teachers, James Gray, Michelle Howard, Shannon Philpot, Renee Smith, Kristi Woods
Math Lab	Students scoring novice and apprentice on the K-PREP assessment and below the 40th percentile on MAP will be placed in the early morning math lab to improve Mathematics skills	Academic Support Program	09/02/2014	06/30/2017	$1000	Danny Swafford, Math interventionist, Administration
SBDM Policy	A SBDM policy will be updated and revised to ensure that Program Review activities are created and delivered with fidelity and having a required evidence piece.	Policy and Process	08/12/2014	12/31/2015	$0	Program Review Team, Principal, Instructional Coach, SBDM
Curriculum and Data	Teachers will maintain curriculum and data notebooks to date document implementation and log daily instruction, as well as, a means to organize formative/summative assessments.	Academic Support Program	08/01/2014	12/31/2015	$0	James Gray, District Curriculum Coaches, Michelle Howard, Certified Teachers
Math Curriculum Team	Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of Common Core Standards to determine any instructional needs monthly during staff meetings.	Academic Support Program	08/12/2014	06/30/2017	$0	James Gray, Tonya Gray, Michelle Howard, Danny Swafford, Connie Smith, and Kristi Woods.

Power Verbs	To ensure rigor and depth of knowledge in questioning, Power verbs will be taught explicitly beginning in Kindergarten.	Academic Support Program	08/12/2014	05/29/2015	$0	Principal, District Staff, Instructional coach, 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	08/12/2014	06/30/2017	$0	James Gray, Michelle Howard, RTI team members.
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	08/12/2014	06/30/2017	$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	12/31/2015	$0	SBDM, Teachers, and Administration
Next Generation Professionals	Paces Creek will develop a school-level PGES implementation monitoring plan that aligns with district plan and the CEP referring to the PGES implementation timeline for principal and teachers.	Professional Learning	08/12/2014	05/29/2015	$0	Superintendent: Central Office Staff: Principals: Instructional coach: 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 and discussed during PLCs.	Academic Support Program	08/12/2013	06/30/2017	$0	James Gray, Instructional Coach, Teachers
PLC	Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards 90% on level reading goal.	Professional Learning	08/12/2014	05/29/2015	$0	Certified and Classified reading staff, James Gray, and Michelle Howard.
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	01/06/2014	05/29/2015	$0	James Gray, Billy Griffin, and Program Review Team
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	08/12/2014	12/31/2015	$0	James Gray, Instructional Coach, RTI team, All classroom teachers

Technology	Students in K-6 will utilize Success Maker, Study Island, Reflex Math, and Envision Math in the during computer time 3 times weekly to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	05/29/2015	$0	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz
Comprehensive Intervention Model	Students below the 30th percentile on MAP and Observation Survey Assessment will receive small group instruction for 30 minutes a day for a week.	Academic Support Program	08/12/2014	06/30/2017	$40000	Dema Hacker, Principal, and District staff
Common Core Standards	Teachers will deliver rigorous and developmentally appropriate curriculum according to the District curriculum maps aligned with Common Core and KCAS standards, as measured by KPREP and District require assessments.	Academic Support Program	08/12/2014	05/29/2015	$0	James Gray, Michelle Howard, District staff, and all teachers
				Total	$47000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-Screeners	Imagine It Pre-screener and k-screener will be used to assess and monitor the school readiness of incoming Kindergarten students to determine instructional needs for individual students.	Academic Support Program	01/06/2014	12/31/2015	$500	Preschool/Kindergarten teachers, principal, Instructional coach
Professional Development	Highly Qualified teachers and para educators will participate in aligned, researched based professional developments in reading and math instructional practices, the new science standards, and Program Review instructional practices.	Academic Support Program	06/01/2013	12/31/2015	$0	All Staff
PPGES	Principal will collaborate to guide/monitor the development of student growth goals and professional growth plans identified as identified in SIPs to achieve long range targets.	Professional Learning	08/12/2014	12/31/2015	$1000	Principal/designee, James Gray
PBIS	Paces Creek's PBIS (Postive Behavior Intervention and Support Committee) will develop school wide expectations and monitoring tools to reduce the number of behavior infractions during the school year	Behavioral Support Program	08/12/2014	12/31/2015	$1000	James Gray, Kelly Brown, Melanie Hampton, Beth Bowling, Billy Griffin, Jessica Woods, Jennifer Collins

Data Analysis	Teachers/leaders will use CIITS for analyzing student level data for teacher and school wide instructional improvements, as related to PGES student growth component using MAP and KPREP data as a monitoring tool.	Policy and Process	08/12/2014	05/29/2015	$1500	James Gray, Michelle Howard, and Certified PCE Staff
Educator Development	Teachers will use CIITS, PD 360, and required District trainings with an intentional focus on educator development suite and trainings for the PGES.	Professional Learning	08/12/2014	05/01/2015	$0	Superintendent:Supervisors: Principal: teachers: Instructional Coach
Teacher engagement	Teachers will use CIITS for instructional planning, assessments,sharing of resources, and analysis of data and reporting related to MAP, K-PREP, and Common Assessments.	Policy and Process	08/12/2014	05/29/2015	$1500	Michelle Howard, James Gray, District Staff
Principal/leadership	District will meet and plan with to develop a time line for state implementation of the PPGES to ensure the leadership is knowledgeable of PPGES components and expectations.	Policy and Process	08/12/2014	12/31/2015	$1000	Superintendent, District supervisor, James Gray
Student Growth	Teachers will develop student growth goals based on a deficit in an enduring skill for a specific discipline of instruction as indicated by formative assessment data.	Professional Learning	08/12/2014	05/29/2015	$1000	James Gray, Certified staff
PCE Staff	Paces Creek support staff will participate in PD directly related to job duties that correspond to student achievement.	Academic Support Program	08/12/2014	05/01/2015	$1000	Paces Creek Staff
Teacher Professional Growth	Teachers will use PGES data for the purpose of identifying individual professional learning needs and the steps/programs necessary to gain growth in this area.	Academic Support Program	08/12/2014	05/29/2015	$1000	Certified staff, James Gray, District staff
				Total	$9500	

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	12/31/2015	$1000	Paces Creek staff members
				Total	$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Reading Mastery	Interventionist will implement Reading Mastery intervention for the students falling below the 20th perecentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	08/12/2014	06/30/2017	$0	K-6 certified/classified staff, principal, instructional coach
Support Block	Teachers will use formative and summative assessment to drive instruction during support block and to provide differentiated instruction in a small group setting,	Academic Support Program	08/12/2014	06/30/2017	$0	All Classroom Teachers and administration
Technology	Students in grades 3-6 scoring below the 20th percentile will utilize Success Maker, study island, Envision 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	08/12/2014	06/30/2017	$0	Computer teachers and support staff
				Total	$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Partnerships	Paces Creek Elementary will collaborate with the Family Resource Center and Promise Neighborhood Community to offer instructional programs that enrich and extend instructional content.	Academic Support Program	01/06/2014	12/31/2015	$5000	Principal, district, Jessica Woods, and Promise Neighborhood
				Total	$5000	

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 2013-2014 K-PREP, 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 2013-2014 K-PREP, 41.9% of students in grades 3-6 scored proficient or distinguished in reading compared to the state percentage of 54.7.

According to the data from the 2013-2014 K-PREP, 33.7% of students in grades 3-6 scored below proficient or distinguished in math compared to the state percentage of 49.2.

According to the 2013-2014 K-PREP, 58.3 students in grade 4 scored proficient or distinguished in science compared to the state percentage of 71.3.

According to the 2013-2014 K-PREP, 70.6% of students in grade 5 scored below proficient or distinguished in social studies.

According to the 2013-2014 K-PREP, 59.3% of students scored below proficient or distinguished in writing. This was a tenth lower than the score form 2012-2013.

According to the 2013-2014 K-PREP, 51.1% of students scored proficient or distinguished in language mechanics. This data indicated that we were 7 tenths below the state percentage.

In the Reading non-duplicated gap group, only 41.9% of the students scored proficient or distinguished.

In the Math non-duplicated gap group, only 33.7% of the students scored proficient or distinguished.

Data indicated that are score of 37.8 for the combined Reading and Math proficiency score surpassed the target score of 36.5.

For the Non-Duplicated Gap Combined Reading and Math score, Paces Creek scored a 33.3. This was slightly short of the target score of 35.1.

According to the county attendance year to date, Paces Creek had an average attendance of 92.6%. Our school ranked next to the bottom for the average daily attendance in Clay's district,in comparison to the other elementary schools.

The data itself gives an overall performance level of our students in each instructional discipline, along with yearly growth for each test area.

The school data does not provide information pertaining to instructional lapses according to the Common Core standards and areas of specific 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 three notable areas of strength in science, Program Review, and writing. The science data showed that 58.3% of the students scored proficient and distinguished. This accomplishment allotted us 18.8 bonus points. In Writing, 40.7% of students scored proficient and distinguished compared to a state average of 38.7%. For the Program Review piece, Paces Creek had a weighted score of 22.149 out of a possible 23 points.

To continue towards proficiency in our areas of strength, teachers are using a curriculum notebook that contains lesson logs and curriculum maps to be dated as curriculum is delivered. This process is being required to ensure that instruction

rigorous and grade level specific. Continuous monitoring of each curriculum notebook will ensure that instruction is aligned with the CC standards and KCAS standards. Monitoring of instruction guarantees the validity and reliability of assessment data.

Teachers are also maintaining Data notebooks of both Formative and Summative assessment data. Formative assessment is being used toguide instruction and for modification or individualization. Summative assessment data is being analyzed to see how well students are learning. 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.

To help achieve the maximum score of 23 points, Paces Creek has developed a plan for delivering the content the Program Review. A schedule of weekly activity responsibilities has been established. K-6 teachers are responsible for planning instructional activities that are to be completed weekly throughout the school. Some of the material is to be presented during the library/integrated arts time slot daily.

According to test data, we have two reasons to celebrate. Paces Creek has cause to celebrate their current classification ranking as measured by the K-PREP. For the last to years, Paces Creek had fallen into the Focus School Classification. After receiving the released data, the school is proud to announce that we are no longer considered a Focus School. Paces Creek is now classified as a Needs Improvement/Progressing school. The school successfully moved from the 6th percentile to the 35 percentile in a year.

Another accolade for Paces Creek was in the combined Reading and Mathematics proficiency target. Paces Creek successfully surpassed the delivery target of 36.5 with a score of 37.8. These is a strong indication that instructional and delivery changes are working for Paces Creek Elementary.

Opportunities for Improvement

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

The 2013-2014 K-PREP data indicated several areas in which growth needed to occur for Paces Creek to reach Proficiency. Data for the Non-duplicated reading and mathematics proficiency score indicated that 62.2% of our students scored below proficient. In the Reading non-duplicated gap group, 58.1% percent of our students scored below proficient. In the Math non-duplicated gap group, 66.3% percent of our students scored below proficient. In Social Studies, only 29.4% of our students scored proficient or distinguished. In Language Mechanics, 48.9% of our students scored below proficient or distinguished. 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 order 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

*Scoot-pad math program

*Success Maker

*Math and reading interventionist

*Teaching from deconstructed standards

*Bell ringers

*Exit slips

*Progress monitoring of MAP data

Conclusion

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

During weekly PLCs and monthly staff meetings, our staff will 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 MAP assessment for all students in Reading and Math that occur 3 times annually. After each MAP assessment period, the teachers will complete math and reading decile charts for their homerooms. Teachers and administrators will use the decile chart to analyze student growth from each assessment. This data will be used to target students to place in supportive instruction and to determine areas in which reteaching needs to occur.

Teachers and administrators will also have explict 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 are beginning 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

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

James Gray, Principal

Michelle Howard, Instructional Coach

Judy Smith, Supervisor

SBDM council

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff has limited involvement with parents of new and ESL students.	Novice

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

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.43

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

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

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

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

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

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

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

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

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

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

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.17

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

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

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

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

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

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

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

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

The Paces Creek staff works with outside resources to improve student achievement and offer resources to decrease our student's academic barriers. Paces Creek needs to improve upon the number of meetings held that create explicit discussions about educational standards and instructional strategies to improve student learning. This activity would develop and create parents that are able to make informed decision about student learning. The PTO is currently working to redo the Parent Compact and Policy for involvement.

Report Summary

Scores By Section

Section Score

Section	Score
Relationship Building	3.29
Communications	3.43
Decision Making	2.86
Advocacy	3.17
Learning Opportunities	2.67
Community Partnerships	2.83
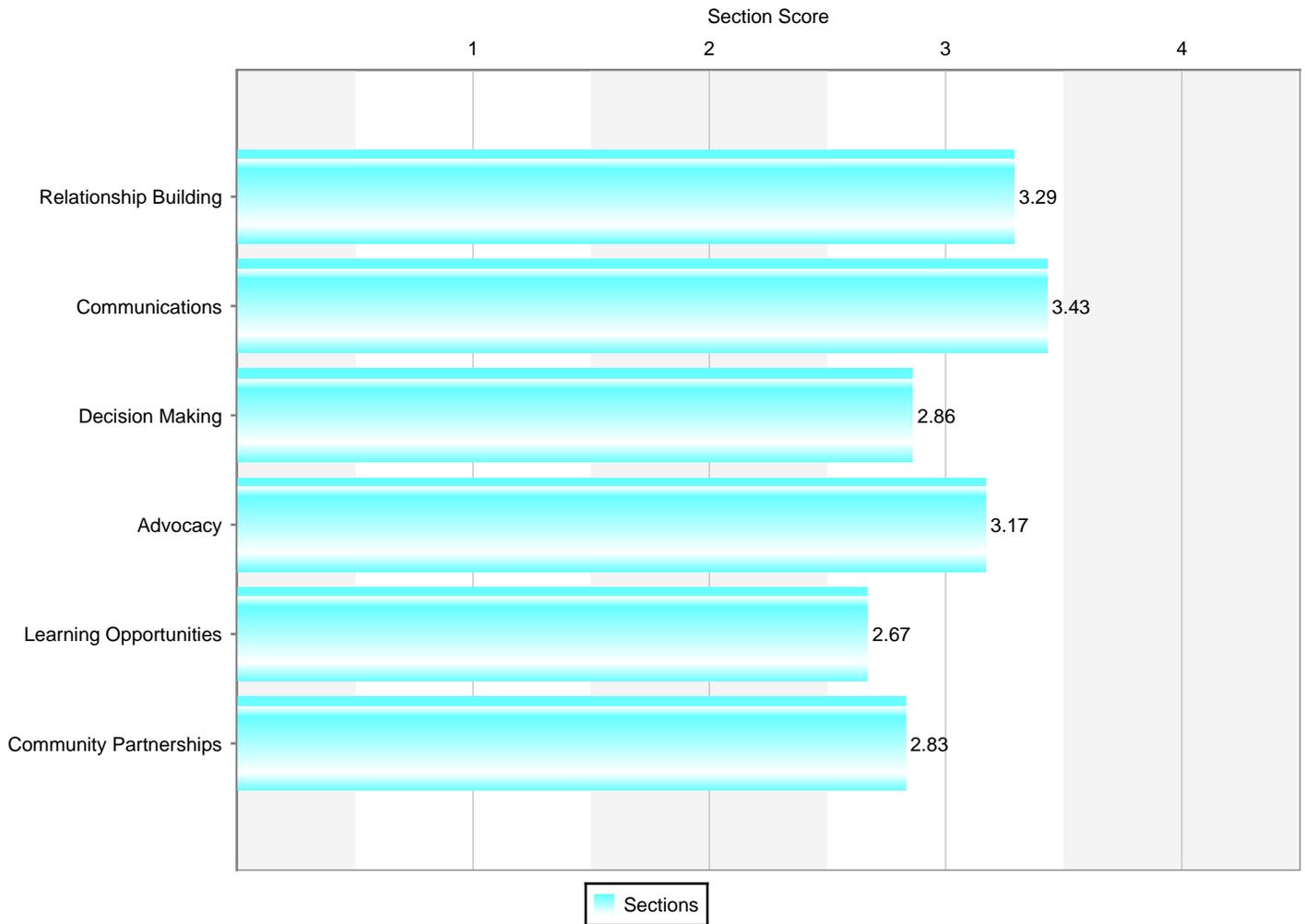
Sections

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders are encouraged to take an activity role in the development/implementation of Paces Creek's school improvement plan. Stakeholders are encouraged to become members of SBDM, PTO, and School Advisory Committees. PTO membership or open officer roles are announced through newsletters or school messenger call out protocols. PTO membership is open to all community members who are willing to pay a yearly due fee of $1.00.   To hold an officer's role in the PTO, you must be an employee of the school or have a student who attends the school.

SBDM parent member roles are elected by parents or legal guardians of students at the school. Two parent members are elected every two years. Parents are nominated by other parents/guardians of students and must except the nomination before the election is held. On the day of the vote, a box is set up at a location within the school and parents vote anonymously. Votes are counted at the end of the determined time period. Two people receiving the majority of the votes are named the parent member for the term.

The Resource Advisory committee members are recruited based on their participation and understanding of the importance of the school's resource center. This committee meets multiple times yearly. They look at the instructional needs of the school, in relation to outside programs that can be incorporated into the daily instructional programs. The programs are chosen based on the ability to enrich and increase a student's exposure to artistic genres. Coincidentally, a lot of discussion centers on the availability of monies necessary to provide the programs.

Meetings are scheduled according the guidelines for each committee. SBDM and PTO meetings are held monthly. The meetings are open to the public and scheduled for a time slot that would allow for the stakeholder to attend. The advisory Council meets every other month to discuss the needs of the school relating to improvement.

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

The stakeholder groups are comprised of and represented by different members of the Paces Creek community. The PTO members and officers are PCE staff, along with, parents and guardians that work, are disabled, or receive government assistance. This group within itself reflects the socioeconomic make-up of Paces Creek.

The Advisory council is a collection of members who utilize the offerings of a resource center and understand the important role it plays in the education of our students. The head of the resource center actively recruits and welcomes all parents/guardians or community representatives to become members of the council.

The SBDM parent members are two parents that have been chosen by the other parents/guardians of Paces Creek. These members have been chosen to be a voice for the parent stakeholders of our school.

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

The final improvement plan will be presented at a public Site Based Decision Making meeting. At this time, the Comprehensive School Improvement Plan for the upcoming school term will be summarized and obtainable for the Site Based Decision Making council and meeting attendees. At this meeting, the Comprehensive School Improvement Plan will be approved and then posted on the School web-page and on the District web site.

After the approval of the plan, school and grade level newsletters will be required to present an update on the current implementation of the plan. This will make all stakeholders cognizant of the plan and its importance as Paces Creek approaches Proficiency. Furthermore, meeting agendas will contain a time-slot for them to address the Comprehensive School Improvement Plan and look at ways to help ensure that all goals are met with proficiency.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The staff in grades 3-6 worked together in discipline areas to look at school and individual data to determine next steps based on achievement needs.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Paces Creek has developed and established a support block for instruction. During this time, low performing students receive small group instruction for reading and math, and above level students receive more rigorous instruction.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Paces Creek Elementary implemented a Kindergarten Readiness meeting. At the meeting, the incoming Kindergarten parents met with the Kindergarten teachers who spoke about the Kindergarten curriculum and handed out a sheet that had a list of prerequisite skills.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Paces Creek has developed and established a support block for instruction. During this time, low performing students receive small group instruction for reading and math, and above level students receive more rigorous instruction.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The SBDM council meets and examines applications to determine possible candidates for hire. The council then interviews each candidate using school specific targeted questions.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	Paces Creek Elementary uses paraprofessionals and teachers to deliver the "Imagine It" reading program components. The teachers and paraprofessionals received extensive training from the program's consultants. To ensure validity, each are monitored by building administrators and program consultants.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Paces Creek is a Title 1 school. Funds are used appropriately and managed by district Title 1 person.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The school has implemented and worked with Promise Neighborhood to increase parental involvement with the FAST program. The PTO is meeting regularly, discussing fund raiser activities, and increasing parent volunteers. The PTO has a policy that addresses PTO parent compact and involvement policy.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The planning criteria was utilized in the development of the schoolwide improvement plan.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	The paraprofessionals and teachers are all highly qualified and placed appropriately to service the instructional needs of all students at Paces Creek Elementary.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	The implementation of the CSIP for Paces Creek is monitored regularly and highlighted through progress notes on assist. Student achievement achievement is monitored regularly, as well. Also, after the release of state assessment results, teachers meet and discuss the big picture that is portrayed by the overall results. Later, each subject is analyzed as a whole and then looked at by individual student results.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Paces Creek used the K-Prep data to conduct a needs achievement looking at non-duplicated assessment data. Since Paces Creek is a Title 1 school, all students were eligible if an achievement need was determined.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Paces Creek Elementary uses approved research based instructional strategies to deliver quality instruction based on a student's individual academic need.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Paces Creek Elementary is a Title 1 school wide school not a targeted school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Paces Creek is a Title 1 school wide school not a targeted school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	All activities offered at Paces Creek Elementary coordinate and align with other available programs to meet instructional criteria.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	All activities offered at Paces Creek Elementary coordinate and align with other available programs to meet instructional criteria.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Paces Creek is a school wide Title 1 school not a targeted school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Our school has two Highly qualified Para-professionals as outlined by ESEA. They work throughout the day to meet the individual needs of all students, since we are school wide Title 1.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Paces Creek Elementary's allocated funds can be spent all students, since we are school wide Title 1 School. Records are available and maintained at District level when needed. All monies are spent appropriate to fund programs that meet all students.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Not a targeted assistance school	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Paces Creek Elementary is not a Targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Paces Creek along with the district collaborates to offer appropriate PD to serve all students within the school.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	Paces Creek Elementary uses the K-PREP data to complete an annual evaluation of instruction and achievement.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	Paces Creek's CSIP is available on the following website; www.clay.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	Students are not provided instruction for a significant length of time from unqualified instructors.	

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Para-educators work with all students during daily work schedule.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	PCE did not meet CAP size without using Title 1 Monies.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	PCE did not meet CAP size without Title 1 monies.	

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Achievement gaps will systematically and substantially decrease over time.

Measurable Objective 1:

10% of All Students will collaborate to increase the number of students scoring proficient in Reading by 05/30/2014 as measured by by the K-PREP.

Strategy1:

Best Practice - Teachers in grades 3-6 will use the district MAP assessment to monitor student growth 3 times annually by completing decile charts of students performance.

Category:

Research Cited: Data analysis

Activity - Achievement Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement gaps relative to state K-PREP assessment using District MAP assessments 3 times annually	Policy and Process			01/06/2014	04/18/2014	$1000 - District Funding	School Improvement Coordinator, Principal, Supervisor, Curriculum Coaches

Measurable Objective 2:

10% of All Students will collaborate to increase the number of students in grades 3-6 scoring proficient in Mathematics by 05/30/2014 as measured by by the K-PREP.

Strategy1:

Best Practice - Teachers in grades 3-6 will use the district MAP assessment to monitor student growth 3 times annually by completing decile charts of students performance.

Category:

Research Cited: Data analysis

Activity - Achievement Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement gaps relative to state K-PREP assessment using District MAP assessments 3 times annually	Policy and Process			01/06/2014	04/18/2014	$1000 - District Funding	School Improvement Coordinator, Principal, Supervisor, Curriculum Coaches

Goal 2:

Increase teacher capacity for implementation of PGES at Paces Creek to 100% by July 30, 2014

Measurable Objective 1:

collaborate to provide Professional learning to all teachers regarding the multiple measures of PGES by 12/19/2014 as measured by the

number of teachers who have engaged in PGES Professional Learning during the 2013-2014 school year.

Strategy1:

PGES - School level implementation timeline will be developed.

Category:

Research Cited:

Activity - Educator Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS and PD 360 with an intentional focus on educator development suite and trainings for the PGES.	Professional Learning			01/06/2014	12/19/2014	$0 - District Funding	Superintendent:Supervisors: Principal: teachers: Instructional Coach

Activity - Next Generation Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Paces Creek will develop a school-level PGES implementation monitoring plan that aligns with district plan referring to the PGES implementation timeline.	Professional Learning			01/06/2014	12/19/2014	$0 - Other	Superintendent: Central Office Staff: Principals: Instructional coach: teachers

Narrative:

New goals, strategies, and activities have been developed.

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

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 26.6 to 36.5 by 05/30/2014 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, researched based professional developments in reading and math instructional practices, the new science standards, and Program Review.	Academic Support Program			06/01/2013	12/19/2014	$0 - District Funding	All Staff

Activity - Progress Zone	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Technology and Common Core resources to find sample questions to create bell ringers and exit slips that are relevant to KCAS and CCSS.. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	David Murray, Instructional Coach, All classroom teachers

Activity - Power Verbs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure rigor and depth of knowledge in questioning, Power verbs will be taught explicitly beginning in Kindergarten.	Academic Support Program			08/05/2013	12/19/2014	$0 - Other	Principal, District Staff, Instructional coach, and all classroom teachers

Strategy2:

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

and intervention block.

Category:

Research Cited:

Activity - Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the curriculum maps developed by the district to delivery quality instructions aligned with Common Core and KCAS standards.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	David Murray, District staff, and all teachers

Activity - Curriculum and Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	David Murray, District Curriculum Coaches, Michelle Howard, Certified Teachers

Activity - Support Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative and summative assessment to drive instruction during support block.	Academic Support Program			02/01/2013	12/19/2014	$0 - No Funding Required	All Classroom Teachers

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	3-6 teachers, David Murray, Shannon Philpot, Renee Smith, Kristi Woods

Strategy3:

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

Category:

Research Cited:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	Certified and Classified reading staff, David Murray, and Michelle Howard.

Activity - Imagine IT	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 and discussed during PLCs.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	Mr. Murray, Instructional Coach, Teachers

Strategy4:

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

Category:

Research Cited:

Activity - Math Curriculum Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of Common Core Standards to determine any instructional needs monthly during staff meetings.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	David Murray, Tonya Gray, Michelle Gilbert, Stacy Adams, and Kristi Woods.

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-6 will utilize Success Maker, Study Island, and Envision Math in the computer Labs during Support/enrichment block to improve math skills.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz

Strategy5:

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.

Category:

Research Cited:

Activity - Tell Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	SBDM, Teachers, and Administration

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$1000 - General Fund	Paces Creek staff members

Activity - Student Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	Classroom teacher, Academic Specialist, School Secretary

Strategy6:

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

Category:

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	Early steps staff, Kindergarten teachers, and pre-school teachers.

Strategy7:

Program Review - Teachers across the disciplines will implement high quality instructional programs intergrating all aspects of the Program

Review's content into core disciplines.

Category:

Research Cited:

Activity - Instructional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across the grade levels will develop a school wide Arts and Humanities activity to be delivered to K-6 during library block.	Academic Support Program			09/09/2013	12/19/2014	$0 - Other	Librarian, Classroom teachers, Principal, Instructional Coach

Activity - Instructional Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	David Murray, Billy Griffin, and Program Review Team

Activity - SBDM Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A SBDM policy will be developed relating to Program Review fidelity and evidence.	Policy and Process			12/20/2013	04/25/2014	$0 - Other	Program Review Team, Principal, Instructional Coach, SBDM

Strategy8:

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/distrcit RTTT measures.

Category:

Research Cited:

Activity - Teacher engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, assessments,sharing of resources, and analysis of data and reporting related to MAP, K-PREP, and Common Assessments.	Policy and Process			02/01/2013	12/19/2014	$1500 - District Funding	Michelle Howard, David Murray, District Staff

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements, as related to PGES student growth component.	Policy and Process			02/01/2013	12/19/2014	$1500 - District Funding	Michelle Howard, Tonya Gray, RTA teacher, and David Murray

Goal 2:

Achievement gaps will systematically and substantially decrease over time.

Measurable Objective 1:

10% of All Students will collaborate to increase the number of students in grades 3-6 scoring proficient in Mathematics by 05/30/2014 as measured by by the K-PREP.

Strategy1:

Best Practice - Teachers in grades 3-6 will use the district MAP assessment to monitor student growth 3 times annually by completing decile charts of students performance.

Category:

Research Cited: Data analysis

Activity - Achievement Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement gaps relative to state K-PREP assessment using District MAP assessments 3 times annually	Policy and Process			01/06/2014	04/18/2014	$1000 - District Funding	School Improvement Coordinator, Principal, Supervisor, Curriculum Coaches

Measurable Objective 2:

10% of All Students will collaborate to increase the number of students scoring proficient in Reading by 05/30/2014 as measured by by the K-PREP.

Strategy1:

Best Practice - Teachers in grades 3-6 will use the district MAP assessment to monitor student growth 3 times annually by completing decile

charts of students performance.

Category:

Research Cited: Data analysis

Activity - Achievement Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement gaps relative to state K-PREP assessment using District MAP assessments 3 times annually	Policy and Process			01/06/2014	04/18/2014	$1000 - District Funding	School Improvement Coordinator, Principal, Supervisor, Curriculum Coaches

Goal 3:

Increase teacher capacity for implementation of PGES at Paces Creek to 100% by July 30, 2014

Measurable Objective 1:

collaborate to provide Professional learning to all teachers regarding the multiple measures of PGES by 12/19/2014 as measured by the number of teachers who have engaged in PGES Professional Learning during the 2013-2014 school year.

Strategy1:

PGES - School level implementation timeline will be developed.

Category:

Research Cited:

Activity - Educator Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS and PD 360 with an intentional focus on educator development suite and trainings for the PGES.	Professional Learning			01/06/2014	12/19/2014	$0 - District Funding	Superintendent:Supervisors: Principal: teachers: Instructional Coach

Activity - Next Generation Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Paces Creek will develop a school-level PGES implementation monitoring plan that aligns with district plan referring to the PGES implementation timeline.	Professional Learning			01/06/2014	12/19/2014	$0 - Other	Superintendent: Central Office Staff: Principals: Instructional coach: teachers

Narrative:

Paces Creek Elementary completed goals, strategies, and activities.

All children were screened for kindergarten readiness.

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 26.6 to 36.5 by 05/30/2014 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	Early steps staff, Kindergarten teachers, and pre-school teachers.

Activity - K-Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-screener and k-screener will be used to monitor the school readiness of incoming Kindergarten students.	Academic Support Program			01/06/2014	12/19/2014	$500 - District Funding	Preschool/Kindergarten teachers, principal, Instructional coach

Narrative:

Paces Creek Screened children were screened using Brigance and K-screener from "Imagine It."

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

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 26.6 to 36.5 by 05/30/2014 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - K-Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-screener and k-screener will be used to monitor the school readiness of incoming Kindergarten students.	Academic Support Program			01/06/2014	12/19/2014	$500 - District Funding	Preschool/Kindergarten teachers, principal, Instructional coach

Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	Early steps staff, Kindergarten teachers, and pre-school teachers.

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

Goal 1:

Increase the 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 26.6 to 36.5 by 05/30/2014 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, researched based professional developments in reading and math instructional practices, the new science standards, and Program Review.	Academic Support Program			06/01/2013	12/19/2014	$0 - District Funding	All Staff

Activity - Power Verbs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure rigor and depth of knowledge in questioning, Power verbs will be taught explicitly beginning in Kindergarten.	Academic Support Program			08/05/2013	12/19/2014	$0 - Other	Principal, District Staff, Instructional coach, and all classroom teachers

Activity - Progress Zone	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Technology and Common Core resources to find sample questions to create bell ringers and exit slips that are relevant to KCAS and CCSS.. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	David Murray, Instructional Coach, All classroom teachers

Strategy2:

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

Category:

Research Cited:

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-6 will utilize Success Maker, Study Island, and Envision Math in the computer Labs during Support/enrichment block to improve math skills.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz

Activity - Math Curriculum Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventionist and K-6 math teachers will analyze school wide math data and then support and monitor implementation of Common Core Standards to determine any instructional needs monthly during staff meetings.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	David Murray, Tonya Gray, Michelle Gilbert, Stacy Adams, and Kristi Woods.

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 23.4% to 35.1% by 05/01/2013 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	Tonya Gray, Stacy Adams, Michelle Gilbert

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - No Funding Required	J. Sexton, V. Fultz, T. Gray, all classroom math teachers

Strategy2:

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

Category:

Research Cited:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/19/2014	$0 - Other	David Murray, Michelle Howard, RTI team members.

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	David Murray, All classroom teachers

Strategy3:

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

Category:

Research Cited: Direct Instruction

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$6000 - Other	RTA teacher

Activity - Save the Children	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children staff will provide reading intervention during school, after school, and during the summer reading progam. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	J. Brandenburg, Meghan Thompson, E. Goins, P. Hicks, and B. Jarvis

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - No Funding Required	M. Jackson, M. Wagers, M. Good, D. Hacker, C. House, B. Jackson, T. Marcum, C. Hinkle, C. Smith, T. Gray

Narrative:

Paces Creek identified specific strategies and activities.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap 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 23.4% to 35.1% by 05/01/2013 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited: Direct Instruction

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$6000 - Other	RTA teacher

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children staff will provide reading intervention during school, after school, and during the summer reading progam. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program			02/01/2013	12/19/2014	$0 - Other	J. Brandenburg, Meghan Thompson, E. Goins, P. Hicks, and B. Jarvis

Strategy2:

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

Category:

Research Cited:

Activity - Best Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	Tonya Gray, Stacy Adams, Michelle Gilbert

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - No Funding Required	J. Sexton, V. Fultz, T. Gray, all classroom math teachers

Strategy3:

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

Category:

Research Cited:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	David Murray, All classroom teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	12/19/2014	$0 - Other	David Murray, Michelle Howard, RTI team members.

Narrative:

Specific strategies and activities are in place.

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

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 26.6 to 36.5 by 05/30/2014 as measured by K-PREP.

Strategy1:

Program Review - Teachers across the disciplines will implement high quality instructional programs intergrating all aspects of the Program

Review's content into core disciplines.

Category:

Research Cited:

Activity - Instructional Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	12/19/2014	$0 - Other	David Murray, Billy Griffin, and Program Review Team

Activity - Instructional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across the grade levels will develop a school wide Arts and Humanities activity to be delivered to K-6 during library block.	Academic Support Program			09/09/2013	12/19/2014	$0 - Other	Librarian, Classroom teachers, Principal, Instructional Coach

Activity - SBDM Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A SBDM policy will be developed relating to Program Review fidelity and evidence.	Policy and Process			12/20/2013	04/25/2014	$0 - Other	Program Review Team, Principal, Instructional Coach, SBDM

Goal 2:

Increase teacher capacity for implementation of PGES at Paces Creek to 100% by July 30, 2014

Measurable Objective 1:

collaborate to provide Professional learning to all teachers regarding the multiple measures of PGES by 12/19/2014 as measured by the

number of teachers who have engaged in PGES Professional Learning during the 2013-2014 school year.

Strategy1:

PGES - School level implementation timeline will be developed.

Category:

Research Cited:

Activity - Next Generation Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Paces Creek will develop a school-level PGES implementation monitoring plan that aligns with district plan referring to the PGES implementation timeline.	Professional Learning			01/06/2014	12/19/2014	$0 - Other	Superintendent: Central Office Staff: Principals: Instructional coach: teachers

Activity - Educator Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS and PD 360 with an intentional focus on educator development suite and trainings for the PGES.	Professional Learning			01/06/2014	12/19/2014	$0 - District Funding	Superintendent:Supervisors: Principal: teachers: Instructional Coach

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Paces Creek has a written Emergency Management Plan that is updated yearly.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	A school Emergency Plan was developed for Paces Creek Elementary, but do to several edits a new policy was adopted and approved on 12/10/2014.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	The SBDM council adopted and approved the new Emergency Management Plan in December 2014.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	A copy of the EMP was submitted to central office, along with a school floor plan. They are responsible for dispersing the Plan to the appropriate personel.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	The plan, since its development, has been reviewed and revised annually.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	The emergency plan is reviewed with the faculty at the beginning of the year and after mock lock downs.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	The schools head security personnel recommends changes yearly to the Plan, as new emergency concerns arise.	

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	For safety purposes, evacuation routes are marked and posted to alert individuals in case of an emergency.	

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Safe zones are not posted in the rooms, but are practiced and reviewed yearly to address different emergency needs.	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes	Yes, emergency practices are in place at PCE in case of an earthquake.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Each school has established safe school routines to eliminate unnecessary access to all schools.	

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Paces Creek has complete emergency response drills during the Fall of 2014.	

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	District and state guidelines indicate the timing of the emergency drills practice during a school year. The drills should occur monthly.	