



Comprehensive School Improvement Plan

Paces Creek Elementary
Clay County

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TABLE OF CONTENTS

Introduction	1
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Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	10
--------------------	----

Stakeholders	11
--------------------	----

Relationship Building	12
-----------------------------	----

Communications	13
----------------------	----

Decision Making	15
-----------------------	----

Advocacy	17
----------------	----

Learning Opportunities	18
------------------------------	----

Community Partnerships	19
------------------------------	----

Reflection	20
------------------	----

Report Summary	21
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	23
--------------------	----

Improvement Planning Process	24
------------------------------------	----

Phase I - Needs Assessment

Introduction 27

Data Analysis 28

Areas of Strengths 30

Opportunities for Improvement 31

Conclusion 32

Paces Creek 2017 Achievement and GAP Goals for improvement

Overview 34

Goals Summary 35

 Goal 1: Increase the averaged combined reading and math K-PREP proficiency scores for Paces Creek Elementary from 44.9 to 64.2.% in 2019. 36

 Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.4% in 2015-2016 to 62.6% in 2019. 44

 Goal 3: All teachers/principal will fully implement the TPGES/PPGES at Paces Creek by May, 29 2017. 49

Activity Summary by Funding Source 52

Phase II - KDE Assurances - Schools

Introduction 60

Assurances 61

Phase II - KDE Compliance and Accountability - Schools

Introduction 67

Planning and Accountability Requirements 68

Executive Summary

Introduction 91

Description of the School 92

School's Purpose 93

Notable Achievements and Areas of Improvement 94

Additional Information 96

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		PCE Equity 2016-2017

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

Based on the equity data several things stand out and have resulted in our Proficient classification. According to the data we have been able to basically keep the same teaching staff for the last 3 years. Paces currently has 23 teachers with more than 4 years of experience, 2 teachers with 3 years of experience, and 1 teacher currently in KTIP. This fact alone has allowed our teachers to develop a deeper understanding of the content they are delivering and the expertise in instructional deliveries that are rigorous and aligned with KASC. Attendance is also a concerning factor for our students. Currently, Paces Creek has an average daily attendance rate of 92.38%. This means that we have approximately 22 students out each day. Paces Creek encourages daily attendance and emphasizes the correlation between attendance and student success. Data also shows that most of our students are from low socioeconomic families, because with have 81% that receive free/reduced lunch. Paces Creek has 20.99% Special Education population. This statistic alone means that a fifth of our students have some type of IEP for instructional service. Another point of interest is Paces Creek has 180 male students, which equals 55.56% of the total population. This is one piece used to help to come up with the overall GAP accountability score.

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

One of the greatest barriers that Paces Creek encounters is student attendance. At this time, Paces Creek has 324 students enrolled. Unfortunately, there is usually only 302 students in the building daily, which is a daily percentage of 92.38%. Paces Creek has stressed the correlation between student attendance and student achievement. Students who attend school daily are able to retain information and build upon skills. These students have less lapses in content and are able to perform at the average of their class. The problem is compounded by the fact that most of our students are raised by parents with little education. This, in turn, means that the students come from homes where education is not valued. These parents have followed a family trend of dropping out of school at an early age, so furthering education is never imagined. They are supported by government programs that allow them to stay home and receive assistance for living. These parents don't push their students to further their education, but allow them to sign out of school at the earliest

Comprehensive School Improvement Plan

Paces Creek Elementary

possible time.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		PCE Equity Goals 2016-2017

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

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

OR

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

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency scores for Paces Creek Elementary from 44.9 to 64.2.% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Paces Creek Elementary from 44.9% to 49.8% by 05/31/2017 as measured by K-PREP.

Strategy1:

Teacher Curriculum Assessment and Alignment - Teachers will use formative and summative assessment data to drive instruction during class instruction, as well as for flexible grouping during enrichment and intervention block.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The the 3rd through 6th grade teachers will work with District and building Instructional curriculum coaches to implement best teaching practices with rigorous content.	Professional Learning	08/12/2014	12/30/2016	\$0 - Other	3-6 teachers, James Gray, Michelle Howard, District Supervisors, Renee Smith, Kristi Woods

Strategy2:

Best Practices - Teachers will attend PD that is alignment with their Individual growth plans, Content area, and District requirements.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development Requirement	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$0 - District Funding	All Staff

Activity - PCE Staff PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of job specific PDs that correspond to student achievement/proficiency will be monitored through walk-through informal and formal observations.	Academic Support Program	08/12/2014	12/31/2017	\$1000 - District Funding	Paces Creek Staff, Michelle Howard, James Gray, District Staff

Strategy3:

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

Category: Learning Systems

Research Cited:

Activity - Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$5000 - FRYSC	Principal, district, Jessica Woods, and Promise Neighborhood

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Paces Creek's PBIS (Postive Behavior Intervention and Support Committee) will reinforce school wide expectations and monitoring tools to reduce the number of behavior infractions during the school year, while teaching students to except responsibilities for their own behaviors.	Behavioral Support Program	08/12/2014	12/31/2017	\$1000 - District Funding	James Gray, Kelly Brown, Melanie Hampton, Beth Bowling, Billy Griffin, Jessica Woods, Jennifer Collins

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Tell Surveys	Activity Type	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	12/31/2017	\$0 - Other	SBDM, Teachers, and Administration

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$0 - Other	Classroom teacher, Academic Specialist, School Secretary

Activity - Communication	Activity Type	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, PCE and classroom newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	12/31/2017	\$1000 - General Fund	Paces Creek staff members

Goal 2:

All teachers/principal will fully implement the TPGES/PPGES at Paces Creek by May, 29 2017

Measurable Objective 1:

demonstrate a proficiency in the TPGES/PPGES as outlined in the Next Generation of Learners by 12/31/2017 as measured by state implementation guidelines..

Strategy1:

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

Research Cited:

Activity - Teacher Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$1000 - District Funding	Certified staff, James Gray, District staff

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Principal/leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$1000 - District Funding	Superintendent, District supervisor, James Gray

Activity - Educator Development	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Teacher needs will be determined based on formal observations from leadership personnel. After three non-compliance/corrections, District will be notified and will complete an observation. Results will be discussed with appropriate personnel.	Professional Learning	08/12/2014	12/31/2017	\$0 - District Funding	Superintendent:Supervisor s: Principal: teachers: Instructional Coach

Activity - PPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$1000 - District Funding	Principal/designee, James Gray

Activity - Next Generation Professionals	Activity Type	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 and the CEP referring to the PGES implementation timeline for principal and teachers.	Professional Learning	08/12/2014	12/31/2017	\$0 - Other	Superintendent: Central Office Staff: Principals: Instructional coach: teachers

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$1000 - District Funding	James Gray, Certified staff

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

James Gray, Principal

Michelle Howard, Instructional Coach

Judy Smith, Supervisor

SBDM council

Relationship Building

Overall Rating: 3.86

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

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

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

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

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

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

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

Communications

Overall Rating: 3.57

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

Comprehensive School Improvement Plan

Paces Creek Elementary

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

Decision Making

Overall Rating: 3.43

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

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

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

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

Comprehensive School Improvement Plan

Paces Creek Elementary

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.17

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

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

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

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

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

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

Learning Opportunities

Overall Rating: 3.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	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
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

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

Community Partnerships

Overall Rating: 3.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

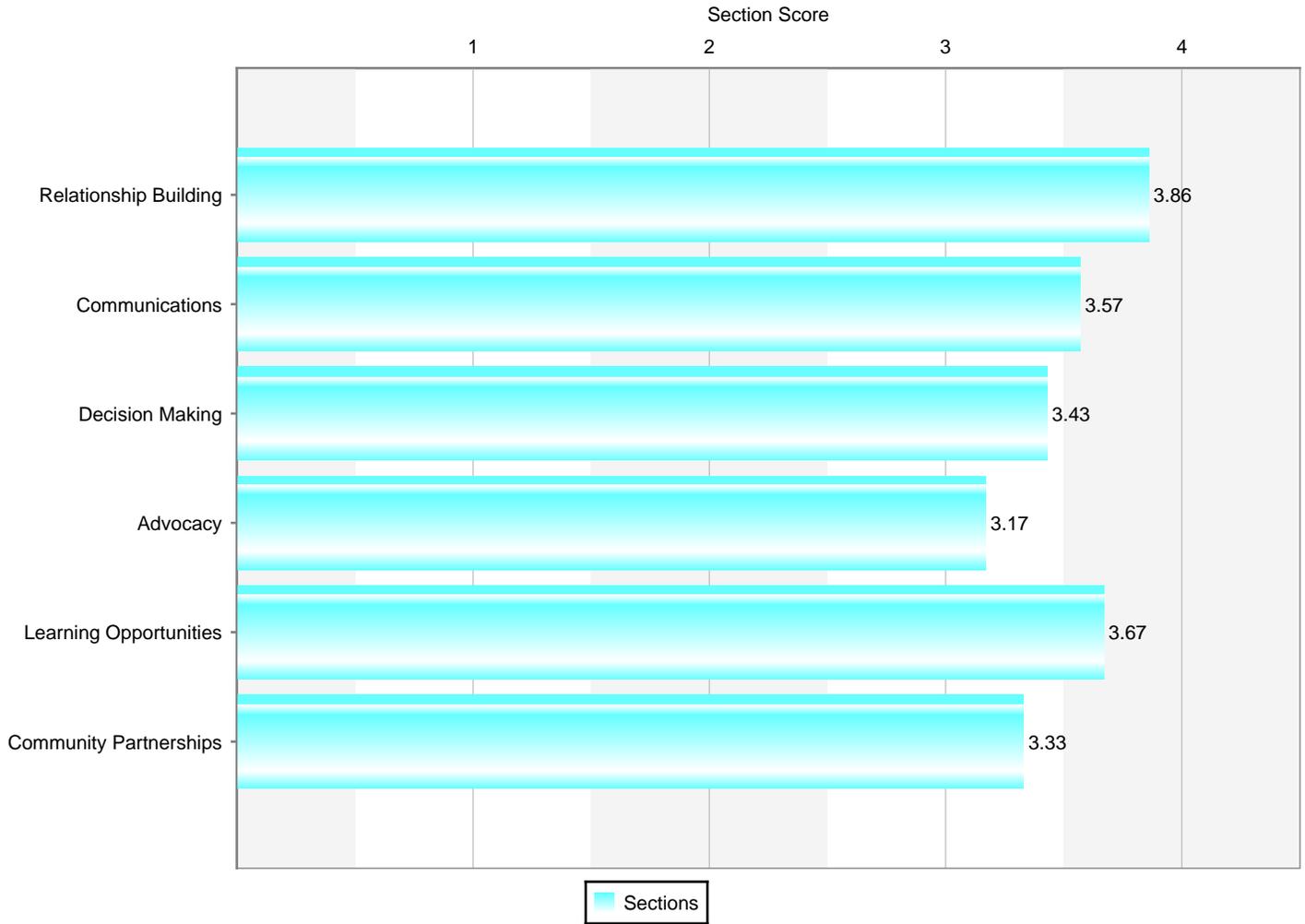
Reflection

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

The Paces Creek staff works with outside resources to improve student achievement and offer resources to decrease our student's academic barriers. Paces Creek has worked hard to create a two way communication between all stakeholders in hopes of creating a well rounded educational experience for the students. 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 update the PCE PTO policy handbook to ensure quality partnerships throughout the community.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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 accept 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.

Comprehensive School Improvement Plan

Paces Creek Elementary

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.

Phase I - Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

By reviewing and studying the 2015-2016 K-PREP, there are many different things that can be determined or answered. The K-PREP data breaks down the data into Achievement, Gap, and Growth. The K-PREP data begins to layout the effectiveness of the instruction and its alignment with the state standards to ensure the validity of the content. The careful breakdown of data also helps to determine which gap groups are getting adequate instruction and those which aren't getting their needs met through effective teacher/instruction. Gap groups include student grouping factors other than Individualized Education Plans. The starting point in the analysis is the percentage of students in each of the four performance levels. Only, after in-depth analyzes can Paces Creek move forward in its goal of consistent Proficiency. The 2015-2016 data indicates several instructional/academic areas that had shown tremendous improvement. The Data, also, identifies a few areas of concern.

During the 2015-2016 school year, Paces Creek successful reduced the number of students scoring novice in the areas of reading and math. This success resulted in a novice reduction score of 86.2.

The K-PREP reading data also indicated that 52.5% of our students had typical or higher annual growth. On the Mathematics assessment, 50% of our students had typical or higher annual growth.

Based on the 2015-2016 combined Reading and Mathematics proficient/distinguished score, Paces Creek had 44.9% of our students performing at this level compared to the state percentage of 51.5%. Non-duplicated data indicated that 42.4% scored proficient or higher compared to the state's 44.7%.

According to the reading data from the 2015-2016 K-PREP, 50% of students in grades 3-6 scored proficient/distinguished in reading compared to the state percentage of 56%. Non-duplicated data indicated that 48% scored proficient or higher compared to the state's 46.9%. According to the Mathematics data from the 2015-2016 K-PREP, 39.7% of students in grades 3-6 scored below proficient/distinguished in math compared to the state percentage of 51.8%. Non-duplicated data indicated that 36.7% scored proficient or higher compared to the state's 42.4%.

According to the 2015-2016 Social Studies K-PREP data, 55.3% of students in grade 5 scored proficient/distinguished in social studies compared to state 57.7%. Non-duplicated data indicated that 51.5% scored proficient or higher compared to the state's 47.9%.

According to the 2015-2016 Writing K-PREP data, 35.8% of the 5th/6th grade students scored proficient/distinguished in writing. This was a 5.2% lower than the state percentage of 41%. Non-duplicated data indicated that 31% scored proficient or higher compared to the state's 32.5%.

According to the 2015-2016 Language Mechanics K-PREP data, 58.9% of the students scored proficient/distinguished in language mechanics. This data indicated that students were 7% higher than the state percentage.

According to the school report card, Paces Creek had an enrollment of 323 students with an average daily attendance of approximately 290 student. Furthermore, out of those 323 students, 81.1% of those students received free lunch compared to the state average of 55.4%. The percentage of students at Paces Creek with Individualized Education Plans was 19.5% for a total of 63 students.

The data itself gives an overall performance level of our students in each instructional discipline, along with yearly growth for each test area. Even though the data gives you this information, it does not tell you the specifics of the instructional gap or ways to improve the percentage of students making typical or annual growth. The school must take a proactive approach to ensure that students continue to grow academically while changing grade and adding higher content knowledge.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Paces Creek had several notable areas of strength in Reading, Social Studies, Language Mechanics, Program Review and Novice Reduction. After receiving the 2015-2016 K-PREP data, Paces Creek is now a Proficient/Progressing school with an overall score of 71.4. The Social Studies data indicated that 55.3% of the students scored proficient and distinguished. This accomplishment allotted us 5.3 bonus points. In Language Mechanics, 59.6% of students scored proficient and distinguished compared to a state average of 51.9% and allotting us with 16.9 bonus points. For the Program Review piece, Paces Creek was allotted the total 100 possible points. Paces Creek received a novice reduction score of 86.2.

To continue towards proficiency in our areas of strength, teachers are using a curriculum that is aligned with state and national standards. The teachers are also religiously using bell ringers and exit slips to monitor/guide instruction. Teachers are also making direct reference to classroom "I Can" statements. Teacher notebooks that contains lesson logs and curriculum maps are being dated as curriculum is delivered. This process is being required to ensure that instruction is rigorous and grade level specific. Continuous monitoring of each curriculum notebook will ensure that instruction is aligned with the 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 to guide instruction and for modification or individualization. Summative assessment data is being analyzed to see how well students are mastering the content and how effectively teachers are delivering the content. 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 continue to achieve the maximum score of 23 points, Paces Creek has developed a plan for delivering the content the Program Review. A schedule of monthly activities for the Program Review has been established. K-6 teachers are responsible for planning instructional activities that are to be completed monthly throughout the school, along with individual classroom activities. Some of the material is to be completed during the computer lab on the teacher's daily schedule.

According to test data, we have an enormous reason to celebrate our steady climb towards Proficiency. For the first two years of the K-PREP, Paces Creek had fallen into the Focus School Classification. After receiving the 2015-2016 K-PREP data, Paces Creek is now a Proficient/Progressing school with an overall score of 71.4. Within the Clay district, Paces Creek was one of only three schools that had managed to maintain growth since the very beginning of K-Prep. This accomplishment has taken focus, dedication, and planning to obtain the goal that we had set for our school.

Opportunities for Improvement

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

The 2014-2015 K-PREP data indicated several areas in which growth needed to occur for Paces Creek to maintain Proficiency and to reach the distinguished label.

The combined Reading and Mathematics proficient/distinguish percentage for Paces Creek is 44.9%. This is 9% below the state percentage of 53.9%. Data for the Non-duplicated combined reading and mathematics proficiency score indicated that 42.4% of our students scored below proficient.

Math is still a large area of concern. Math K-PREP data indicated that only 39.7% of our students scored proficient or higher. This was 12.1% lower than the state average of 51.8%. In the Math non-duplicated gap group, 36.7% percent of our students scored below proficient. Again, following below the state average of 42.4%.

Over the last few years, writing data has fluctuated up and down. 2014-2015 data had writing falling below the baseline of 35.8 to receive an actual score of 30.9. K-PREP data this year had writing rebounded to the original baseline score of 35.8%.

At Paces Creek Elementary, our focus is going to be on math and writing, while maintaining a focus on reading. These core academic areas are in need of the greatest improvement and will indirectly foster success in the other academic disciplines . We have purchased numerous programs and materials to enrich our curriculum to ensure students receive the best possible instruction to reach the overall goal, which is proficiency. Some of the programs and plans that our school has in place are:

- * MAP testing
- *Reading Mastery
- *Reading recovery
- *IXL
- * I-ready for all students
- * targets support Block
- *Math and reading interventionist
- *Teaching from deconstructed standards
- *Bell ringers
- *Exit slips
- *Progress monitoring of MAP data
- *Protected Reading and Math Block
- *Common Core Materials from Coach
- *Lesson Plans for Support Block
- *Curriculum and Assessment Notebooks

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.

District Instructional support will be scheduled for writing. The District coach will work with each teacher to improve instruction by supporting and modeling effective teaching strategies. This year we have ELA teachers for 5th and 6th. This strategic plan was to allow each teacher to dig deeper into the content and create more unique and text supported writing prompts.

Teachers and administrators will also have explicit discussions about the curriculum and share activities that have been successful. With the release of the new Science standards, the science teachers at our school 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.

Paces Creek 2017 Achievement and GAP Goals for improvement

Overview

Plan Name

Paces Creek 2017 Achievement and GAP Goals for improvement

Plan Description

Specific objectives have been identified and outlined with strategies/activities to ensure that Paces Creek obtains the delivery targets by 2019.

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 44.9 to 64.2.% in 2019.	Objectives: 3 Strategies: 8 Activities: 31	Organizational	\$19000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.4% in 2015-2016 to 62.6% in 2019.	Objectives: 2 Strategies: 3 Activities: 11	Organizational	\$48000
3	All teachers/principal will fully implement the TPGES/PPGES at Paces Creek by May, 29 2017	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 44.9 to 64.2.% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Paces Creek Elementary from 44.9% to 49.8% by 05/31/2017 as measured by K-PREP.

Strategy 1:

Teacher Curriculum Assessment and Alignment - Teachers will use formative and summative assessment data to drive instruction during class instruction, as well as 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. Teachers will complete a weekly plan of instruction for the support block time identifying DOK and instructional delivery.	Academic Support Program	08/12/2014	12/31/2017	\$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 and building Instructional curriculum coaches to implement best teaching practices with rigorous content.	Professional Learning	08/12/2014	12/30/2016	\$0	Other	3-6 teachers, James Gray, Michelle Howard, District Supervisors, 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. The Notebooks are to outline implementation of KCAS and log daily instruction, as well as, a to organize formative/summative assessments for easy analysis.	Academic Support Program	08/01/2014	12/31/2017	\$0	Other	James Gray, District Curriculum Coaches, Michelle Howard, Certified Teachers

Activity - Kentucky Core Academic Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Paces Creek Elementary

PCE teachers must use rigorous and developmentally appropriate curriculum to deliver instruction . The curriculum must align with Kentucky's Core Academic Standards, as measured by KPREP and District required assessments.	Academic Support Program	08/12/2014	12/31/2017	\$0	Other	James Gray, Michelle Howard, District staff, and all teachers
Activity - Non-negotiables for Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will begins and end instruction by clearly and systematically stating the "I Can" statements for the lesson. Teachers will also begin each Class with a Bell Ringer and Exit Slip type of Formative Instruction. Data collected will be used to design instruction for the Support Blocks.	Policy and Process, Academic Support Program	10/01/2015	12/31/2017	\$500	State Funds	Certified Staff, Principal, and Instructional Coach
Activity - Triumph Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Triumph Learning materials to review specific standards that the students need reviewed as measured by KPREP and Discovery Ed. assessments.	Policy and Process	09/01/2016	12/31/2017	\$3000	Other	K-6 Teachers, James Gray, Michelle Howard
Activity - Cross Curriculum Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate "Time for Kids" across the curriculum. Teachers will use the non fiction material to improve reading in all subject areas and as a resource for Writing content prompts.	Other - Continued growth	09/01/2016	12/31/2017	\$2000	General Fund	K-6 Teachers, administration , Instructional Coach

Strategy 2:

CIITS - The CIITS building leader and SBDM council will work together to develop a monthly job-embedded PD session through CIITS. The PD will occur during PLC meetings once a month and will address instructional needs/strategies for Paces Creek.

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	12/31/2017	\$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

Comprehensive School Improvement Plan

Paces Creek Elementary

Teachers/leaders will use CIITS for analyzing student level data for teacher and school wide instructional improvements, as related to PGES student growth component and KPREP data as a monitoring tool.	Policy and Process	08/12/2014	12/31/2017	\$1500	District Funding	James Gray, Michelle Howard, and Certified PCE Staff
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(shared) Strategy 3:

Literacy Initiative - Paces Creek Elementary K-6 teachers will implement the "Imagine It" Reading Program with rigor and validity. This program requires two 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 the target of 90% on level reading goal for students exiting 3rd grade.	Professional Learning	08/12/2014	12/31/2017	\$0	Other	Certified and Classified reading staff, James Gray, and Michelle Howard.

Activity - Workshop Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teacher will develop detailed lesson plans for Imagine It" reading workshop that are differentiated by instructional needs as measured by MAP	Academic Support Program	01/01/2017	12/31/2017	\$1000	District Funding	James Gray, Michelle Howard

(shared) Strategy 4:

PCE Math Initiative - PCE administrators and math teachers will collaborate to reflect and refine instruction needs according to needs and deficits identified by 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

Comprehensive School Improvement Plan

Paces Creek Elementary

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, Connie Smith, and Kristi Woods. K-3 teachers
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-6 will utilize I-Ready, IXL, Education Galaxy, and Envision Math during computer time and scheduled i-pad usage to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	12/31/2017	\$0	Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz
Activity - Math Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will implement a protect block of instructional time for Math. The block will consist of a hour of whole group instruction and 30 minutes of small group differentiated instruction.	Academic Support Program	09/01/2015	12/31/2017	\$500	District Funding	Classroom teachers and instructional Aides.
Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math teachers will post content/grade level specific vocabulary to be taught during Whole group math block time based on KASC and identified by District Curriculum MAPs.	Academic Support Program	11/01/2015	12/31/2017	\$500	Text Books	Math teachers, Administrators
Activity - Spiral Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will implement 10 minutes of daily spiral review of math concepts to ensure mastery through repeated process and practice.	Academic Support Program	09/01/2016	12/31/2017	\$0	No Funding Required	K-3 teachers, James Gray, Michelle Howard

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

Comprehensive School Improvement Plan

Paces Creek Elementary

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	12/31/2017	\$0	Other	James Gray, and Program Review Team comprised of certified staff.

Activity - Instructional Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 Teachers will follow a monthly calendar of Program Review activities/evidence. Instructional plans/activities are to be delivered in the classroom, library, and gym scheduled times.	Academic Support Program	10/01/2014	12/31/2017	\$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	12/31/2017	\$0	Other	Program Review Team, Principal, Instructional Coach, SBDM

Strategy 6:

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

Category: Early Learning

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 District 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	12/31/2017	\$0	Other	Early steps staff, Kindergarten teachers, Head Start, and pre-school teachers.

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

Paces Creek Elementary

"Imagine It" Pre-screener and k-screener, along with Brigance, 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	12/31/2017	\$500	District Funding	Preschool/Kindergarten teachers, principal, Instructional coach
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Strategy 7:

Best Practices - Teachers will attend PD that is alignment with their Individual growth plans, Content area, and District requirements.

Category: Continuous Improvement

Activity - Professional Development Requirement	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	12/31/2017	\$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 aligned with KCAS.. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	12/31/2017	\$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 and outlined by SBDM policy.	Academic Support Program	08/12/2014	12/31/2017	\$0	Other	Principal, District Staff, Instructional coach, and all classroom teachers

Activity - PCE Staff PD implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of job specific PDs that correspond to student achievement/proficiency will be monitored through walk-through informal and formal observations.	Academic Support Program	08/12/2014	12/31/2017	\$1000	District Funding	Paces Creek Staff, Michelle Howard, James Gray, District Staff

Strategy 8:

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

Comprehensive School Improvement Plan

Paces Creek Elementary

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	12/31/2017	\$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	12/31/2017	\$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, PCE and classroom newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	12/31/2017	\$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	12/31/2017	\$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 reinforce school wide expectations and monitoring tools to reduce the number of behavior infractions during the school year, while teaching students to except responsibilities for their own behaviors.	Behavioral Support Program	08/12/2014	12/31/2017	\$1000	District Funding	James Gray, Kelly Brown, Melanie Hampton, Beth Bowling, Billy Griffin, Jessica Woods, Jennifer Collins

Comprehensive School Improvement Plan

Paces Creek Elementary

Measurable Objective 2:

collaborate to increase the number of student performing at the proficient level in reading from 50% to 54% by 05/31/2017 as measured by the KPREP.

(shared) Strategy 1:

Literacy Initiative - Paces Creek Elementary K-6 teachers will implement the "Imagine It" Reading Program with rigor and validity. This program requires two 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 the target of 90% on level reading goal for students exiting 3rd grade.	Professional Learning	08/12/2014	12/31/2017	\$0	Other	Certified and Classified reading staff, James Gray, and Michelle Howard.

Activity - Workshop Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teacher will develop detailed lesson plans for Imagine It" reading workshop that are differentiated by instructional needs as measured by MAP	Academic Support Program	01/01/2017	12/31/2017	\$1000	District Funding	James Gray, Michelle Howard

Measurable Objective 3:

collaborate to increase the percentage of students performing at the proficient level in Mathematics from 39.7% to 46% by 05/31/2017 as measured by the KPREP.

(shared) Strategy 1:

PCE Math Initiative - PCE administrators and math teachers will collaborate to reflect and refine instruction needs according to needs and deficits identified by 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
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Comprehensive School Improvement Plan

Paces Creek Elementary

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, Connie Smith, and Kristi Woods. K-3 teachers
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-6 will utilize I-Ready, IXL, Education Galaxy, and Envision Math during computer time and scheduled i-pad usage to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	12/31/2017	\$0	Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz
Activity - Math Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will implement a protect block of instructional time for Math. The block will consist of a hour of whole group instruction and 30 minutes of small group differentiated instruction.	Academic Support Program	09/01/2015	12/31/2017	\$500	District Funding	Classroom teachers and instructional Aides.
Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math teachers will post content/grade level specific vocabulary to be taught during Whole group math block time based on KASC and identified by District Curriculum MAPs.	Academic Support Program	11/01/2015	12/31/2017	\$500	Text Books	Math teachers, Administrators
Activity - Spiral Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will implement 10 minutes of daily spiral review of math concepts to ensure mastery through repeated process and practice.	Academic Support Program	09/01/2016	12/31/2017	\$0	No Funding Required	K-3 teachers, James Gray, Michelle Howard

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.4% in 2015-2016 to 62.6% in 2019.

Comprehensive School Improvement Plan

Paces Creek Elementary

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.4% to 47.6% by 05/31/2017 as measured by K-PREP.

(shared) 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 percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	08/12/2014	12/31/2017	\$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	12/31/2017	\$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 program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	08/12/2014	12/31/2017	\$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	12/31/2017	\$40000	Other	Dema Hacker, Principal, and District staff

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Reading/ Tutoring Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice on the K-PREP assessment or below the 50th percentile on MAP in grades K-6 will be placed in the early morning Reading lab to move towards proficiency in Reading.	Academic Support Program	12/01/2015	12/31/2017	\$1000	Text Books	Dema Hacker, Certified Staff, and reading interventionist , James Gray, Michelle Howard

(shared) 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 or apprentice will receive intervention by utilizing IXL, study island, Envision, and I-ready during math intervention to move students to the proficient level.	Academic Support Program	08/12/2014	12/31/2017	\$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	12/31/2017	\$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
I-Ready math will be used during support block for targeted 3-6 students scoring novice and apprentice in mathematics on the K-PREP assessment and below the 50th percentile on MAP.	Academic Support Program	09/02/2014	12/31/2017	\$1000	Other	Connie Smith, Math interventionist , Administration

(shared) Strategy 3:

RTI system - School RTI team will look at academic and behavioral data to monitor student performance at Paces Creek Elementary. The data will determine the appropriate steps necessary to help the student succeed.

Category: Management Systems

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	08/12/2014	12/31/2017	\$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 or are needing help in the classroom on specific skill deficits.	Academic Support Program	08/12/2014	12/31/2017	\$0	Other	James Gray, Instructional Coach, RTI team, All classroom teachers

Activity - Modified Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will log different modifications given to students targeted for RTI.	Academic Support Program	09/01/2016	12/31/2017	\$0	Other	K-6 Teachers and RTI team

Measurable Objective 2:

collaborate to reduce the number of students scoring novice by 50% in both Reading and Math by 05/31/2019 as measured by as measured by K-PREP.

(shared) 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 percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	08/12/2014	12/31/2017	\$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	12/31/2017	\$6000	Other	RTA teacher

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	08/12/2014	12/31/2017	\$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	12/31/2017	\$40000	Other	Dema Hacker, Principal, and District staff
Activity - Reading/ Tutoring Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice on the K-PREP assessment or below the 50th percentile on MAP in grades K-6 will be placed in the early morning Reading lab to move towards proficiency in Reading.	Academic Support Program	12/01/2015	12/31/2017	\$1000	Text Books	Dema Hacker, Certified Staff, and reading interventionist , James Gray, Michelle Howard

(shared) 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 or apprentice will receive intervention by utilizing IXL, study island, Envision, and I-ready during math intervention to move students to the proficient level.	Academic Support Program	08/12/2014	12/31/2017	\$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	12/31/2017	\$0	Other	Tonya Gray, Stacy Adams, Shannon Hinkle, Connie Smith, Instructional Coach

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I-Ready math will be used during support block for targeted 3-6 students scoring novice and apprentice in mathematics on the K-PREP assessment and below the 50th percentile on MAP.	Academic Support Program	09/02/2014	12/31/2017	\$1000	Other	Connie Smith, Math interventionist, Administration

(shared) Strategy 3:

RTI system - School RTI team will look at academic and behavioral data to monitor student performance at Paces Creek Elementary. The data will determine the appropriate steps necessary to help the student succeed.

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 instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	08/12/2014	12/31/2017	\$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 or are needing help in the classroom on specific skill deficits.	Academic Support Program	08/12/2014	12/31/2017	\$0	Other	James Gray, Instructional Coach, RTI team, All classroom teachers

Activity - Modified Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will log different modifications given to students targeted for RTI.	Academic Support Program	09/01/2016	12/31/2017	\$0	Other	K-6 Teachers and RTI team

Goal 3: All teachers/principal will fully implement the TPGES/PPGES at Paces Creek by May, 29 2017

Measurable Objective 1:

demonstrate a proficiency in the TPGES/PPGES as outlined in the Next Generation of Learners by 12/31/2017 as measured by state implementation guidelines..

Comprehensive School Improvement Plan

Paces Creek Elementary

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	12/31/2017	\$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. Teacher needs will be determined based on formal observations from leadership personnel. After three non-compliance/corrections, District will be notified and will complete an observation. Results will be discussed with appropriate personnel.	Professional Learning	08/12/2014	12/31/2017	\$0	District Funding	Superintendent: Supervisor: 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	12/31/2017	\$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	12/31/2017	\$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	12/31/2017	\$1000	District Funding	Superintendent, District supervisor, James Gray

Comprehensive School Improvement Plan

Paces Creek Elementary

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	12/31/2017	\$1000	District Funding	Principal/designee, James Gray

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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, PCE and classroom newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	12/31/2017	\$1000	Paces Creek staff members
Cross Curriculum Resources	Teachers will incorporate "Time for Kids" across the curriculum. Teachers will use the non fiction material to improve reading in all subject areas and as a resource for Writing content prompts.	Other - Continued growth	09/01/2016	12/31/2017	\$2000	K-6 Teachers, administration , Instructional Coach
Total					\$3000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Workshop Plans	K-3 teacher will develop detailed lesson plans for Imagine It" reading workshop that are differentiated by instructional needs as measured by MAP	Academic Support Program	01/01/2017	12/31/2017	\$1000	James Gray, Michelle Howard
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	12/31/2017	\$1000	Superintendent, District supervisor, James Gray
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	12/31/2017	\$1500	Michelle Howard, James Gray, District Staff
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	12/31/2017	\$1000	James Gray, Certified staff
PCE Staff PD implementation	Implementation of job specific PDs that correspond to student achievement/proficiency will be monitored through walk-through informal and formal observations.	Academic Support Program	08/12/2014	12/31/2017	\$1000	Paces Creek Staff, Michelle Howard, James Gray, District Staff

Comprehensive School Improvement Plan

Paces Creek Elementary

K-Screeners	"Imagine It" Pre-screener and k-screener, along with Brigance, 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	12/31/2017	\$500	Preschool/Kindergarten teachers, principal, Instructional coach
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 and KPREP data as a monitoring tool.	Policy and Process	08/12/2014	12/31/2017	\$1500	James Gray, Michelle Howard, and Certified PCE Staff
Math Block	K-3 teachers will implement a protect block of instructional time for Math. The block will consist of a hour of whole group instruction and 30 minutes of small group differentiated instruction.	Academic Support Program	09/01/2015	12/31/2017	\$500	Classroom teachers and instructional Aides.
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	12/31/2017	\$1000	Certified staff, James Gray, District staff
PBIS	Paces Creek's PBIS (Postive Behavior Intervention and Support Committee) will reinforce school wide expectations and monitoring tools to reduce the number of behavior infractions during the school year, while teaching students to except responsibilities for their own behaviors.	Behavioral Support Program	08/12/2014	12/31/2017	\$1000	James Gray, Kelly Brown, Melanie Hampton, Beth Bowling, Billy Griffin, Jessica Woods, Jennifer Collins
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	12/31/2017	\$1000	Principal/designee, James Gray
Professional Development Requirement	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	12/31/2017	\$0	All 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. Teacher needs will be determined based on formal observations from leadership personnel. After three non-compliance/corrections, District will be notified and will complete an observation. Results will be discussed with appropriate personnel.	Professional Learning	08/12/2014	12/31/2017	\$0	Superintendent: Supervisor: Principal: teachers: Instructional Coach
Total					\$11000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Paces Creek Elementary

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	12/31/2017	\$0	SBDM, Teachers, and Administration
PLC	Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards the target of 90% on level reading goal for students exiting 3rd grade.	Professional Learning	08/12/2014	12/31/2017	\$0	Certified and Classified reading staff, James Gray, and Michelle Howard.
Modified Instruction	Teachers will log different modifications given to students targeted for RTI.	Academic Support Program	09/01/2016	12/31/2017	\$0	K-6 Teachers and RTI team
Triumph Learning	Teachers will use Triumph Learning materials to review specific standards that the students need reviewed as measured by KPREP and Discovery Ed. assessments.	Policy and Process	09/01/2016	12/31/2017	\$3000	K-6 Teachers, James Gray, Michelle Howard
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	12/31/2017	\$40000	Dema Hacker, Principal, and District staff
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	12/31/2017	\$0	Program Review Team, Principal, Instructional Coach, SBDM
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	12/31/2017	\$0	Tonya Gray, Stacy Adams, Shannon Hinkle, Connie Smith, Instructional Coach
Power Verbs	To ensure rigor and depth of knowledge in questioning, Power verbs will be taught explicitly beginning in Kindergarten and outlined by SBDM policy.	Academic Support Program	08/12/2014	12/31/2017	\$0	Principal, District Staff, Instructional coach, and all classroom teachers
Kentucky Core Academic Standards	PCE teachers must use rigorous and developmentally appropriate curriculum to deliver instruction. The curriculum must align with Kentucky's Core Academic Standards, as measured by KPREP and District required assessments.	Academic Support Program	08/12/2014	12/31/2017	\$0	James Gray, Michelle Howard, District staff, and all teachers

Comprehensive School Improvement Plan

Paces Creek Elementary

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
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	12/31/2017	\$0	James Gray, and Program Review Team comprised of certified staff.
Save the Children	Save the Children staff will provide reading intervention during school, after school, and during the summer reading program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	08/12/2014	12/31/2017	\$0	J. Brandenburg coordinator, Judy Smith, Save the children support staff
Technology	Students in K-6 will utilize I-Ready, IXL, Education Galaxy, and Envision Math during computer time and scheduled i-pad usage to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	12/31/2017	\$0	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz
Math Lab	I-Ready math will be used during support block for targeted 3-6 students scoring novice and apprentice in mathematics on the K-PREP assessment and below the 50th percentile on MAP.	Academic Support Program	09/02/2014	12/31/2017	\$1000	Connie Smith, Math interventionist, Administration
Curriculum and Data	Teachers will maintain curriculum and data notebooks. The Notebooks are to outline implementation of KCAS and log daily instruction, as well as, a to organize formative/summative assessments for easy analysis.	Academic Support Program	08/01/2014	12/31/2017	\$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, Connie Smith, and Kristi Woods. K-3 teachers

Comprehensive School Improvement Plan

Paces Creek Elementary

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 or are needing help in the classroom on specific skill deficits.	Academic Support Program	08/12/2014	12/31/2017	\$0	James Gray, Instructional Coach, RTI team, All classroom teachers
Reading Recovery	Reading Recovery will be provided for the students performing in the lowest 20% of first grade students. Students will receive a maximum of 20 weeks of instruction for 30 minutes daily.	Academic Support Program	08/12/2014	12/31/2017	\$6000	RTA teacher
Progress Monitoring	School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	08/12/2014	12/31/2017	\$0	James Gray, Michelle Howard, RTI team members.
Progress Zone	Teachers will use Discovery Educations progress zone and Common Core resources to develop questions for bell ringers and exit slips that are aligned with KCAS.. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	12/31/2017	\$0	James Gray, Instructional Coach, All classroom teachers
Kindergarten Readiness	Early Steps to Success (Save the Children), Kindergarten teachers, and District 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	12/31/2017	\$0	Early steps staff, Kindergarten teachers, Head Start, and pre-school teachers.
Instructional Collaboration	K-6 Teachers will follow a monthly calendar of Program Review activities/evidence. Instructional plans/activities are to be delivered in the classroom, library, and gym scheduled times.	Academic Support Program	10/01/2014	12/31/2017	\$0	Librarian, Classroom teachers, Principal, Instructional Coach, Program Review team members.
Professional Learning	The the 3rd through 6th grade teachers will work with District and building Instructional curriculum coaches to implement best teaching practices with rigorous content.	Professional Learning	08/12/2014	12/30/2016	\$0	3-6 teachers, James Gray, Michelle Howard, District Supervisors, Renee Smith, Kristi Woods

Comprehensive School Improvement Plan

Paces Creek Elementary

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	12/31/2017	\$0	Classroom teacher, Academic Specialist, School Secretary
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	12/31/2017	\$0	Superintendent: Central Office Staff: Principals: Instructional coach: teachers
Total					\$50000	

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	12/31/2017	\$5000	Principal, district, Jessica Woods, and Promise Neighborhood
Total					\$5000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Non-negotiables for Instruction	All classroom teachers will begins and end instruction by clearly and systematically stating the "I Can" statements for the lesson. Teachers will also begin each Class with a Bell Ringer and Exit Slip type of Formative Instruction. Data collected will be used to design instruction for the Support Blocks.	Policy and Process, Academic Support Program	10/01/2015	12/31/2017	\$500	Certified Staff, Principal, and Instructional Coach
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Paces Creek Elementary

Reading Mastery	Interventionist will implement Reading Mastery intervention for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	08/12/2014	12/31/2017	\$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. Teachers will complete a weekly plan of instruction for the support block time identifying DOK and instructional delivery.	Academic Support Program	08/12/2014	12/31/2017	\$0	All Classroom Teachers and administration
Technology	Students in grades 3-6 scoring below the 20th percentile or apprentice will receive intervention by utilizing IXL, study island, Envision, and I-ready during math intervention to move students to the proficient level.	Academic Support Program	08/12/2014	12/31/2017	\$0	Computer teachers and support staff
Spiral Review	K-3 teachers will implement 10 minutes of daily spiral review of math concepts to ensure mastery through repeated process and practice.	Academic Support Program	09/01/2016	12/31/2017	\$0	K-3 teachers, James Gray, Michelle Howard
Total					\$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading/ Tutoring Lab	Students scoring novice on the K-PREP assessment or below the 50th percentile on MAP in grades K-6 will be placed in the early morning Reading lab to move towards proficiency in Reading.	Academic Support Program	12/01/2015	12/31/2017	\$1000	Dema Hacker, Certified Staff, and reading interventionist, James Gray, Michelle Howard
Math Vocabulary	All Math teachers will post content/grade level specific vocabulary to be taught during Whole group math block time based on KASC and identified by District Curriculum MAPs.	Academic Support Program	11/01/2015	12/31/2017	\$500	Math teachers, Administrators
Total					\$1500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The staff in grades 3rd-6th 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 a support block time for instruction. During this time, low performing students receive small group instruction in reading and math. Above level students receive enrichment activities during this time.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	We do not currently have a preschool, but we still have transition strategies in place.	

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, we target our low performing students and above level students receive instruction on their level.	

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. This process helps guarantee that our students receive the best possible instruction from effective teachers.	

Comprehensive School Improvement Plan

Paces Creek Elementary

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 fundraiser 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 school 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	All PCE staff are placed appropriately to service all instructional needs of PCE students. Professional Development is assigned based on the staff's role in the child's instructional delivery,	

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 is monitored regularly. After release of KPREP data, teachers meet to discuss the results and create a plan to improve.	

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	PCE uses KPREP data to conduct a needs achievement by looking at the non-duplicated group. The school also looks at and analyzes District and classroom assessments to identify and serve eligible students.	

Comprehensive School Improvement Plan

Paces Creek Elementary

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 level. Instruction is modified and differentiated to ensure growth and success.	

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 not a targeted school, but we are a Title 1 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 Elementary is not a targeted school, but we are a Title 1 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. Chosen activities align with KCAS and are strategically planned to meet school's mission and vision.	

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 Elementary is not a targeted school, but we are a Title 1 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 needs of all students, since we are a Title 1 school.	

Comprehensive School Improvement Plan

Paces Creek Elementary

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 allocated funds can be spent on all students, since we are a Title 1 school. Records are available and maintained at a district level.	

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	PCE is 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 a 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 Elementary alongwith the district collaborates to offer appropriate PD to serve to 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. Based on this evaluation instructional plans are made to meet gaps and lapses in instruction throughout the content.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	Paces Creek Elementary CSIP is available on the district 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.	

Comprehensive School Improvement Plan

Paces Creek Elementary

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 Elementary 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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Only Highly-Qualified personnel 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 personnel.	

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 para-educators demonstrating that the duties are on a limited basis only.	Yes	Para-educators schedule has non-instructional duties, but are limited.	

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	PCE did meet cap size without using Title 1 funds.	

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency scores for Paces Creek Elementary from 44.9 to 64.2.% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Paces Creek Elementary from 44.9% to 49.8% by 05/31/2017 as measured by K-PREP.

Strategy1:

Teacher Curriculum Assessment and Alignment - Teachers will use formative and summative assessment data to drive instruction during class instruction, as well as for flexible grouping during enrichment and intervention block.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum and Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain curriculum and data notebooks. The Notebooks are to outline implementation of KCAS and log daily instruction, as well as, a to organize formative/summative assessments for easy analysis.	Academic Support Program	08/01/2014	12/31/2017	\$0 - Other	James Gray, District Curriculum Coaches, Michelle Howard, Certified Teachers

Activity - Non-negotiables for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will begins and end instruction by clearly and systematically stating the "I Can" statements for the lesson. Teachers will also begin each Class with a Bell Ringer and Exit Slip type of Formative Instruction. Data collected will be used to design instruction for the Support Blocks.	Academic Support Program Policy and Process	10/01/2015	12/31/2017	\$500 - State Funds	Certified Staff, Principal, and Instructional Coach

Strategy2:

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

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Paces Creek's PBIS (Postive Behavior Intervention and Support Committee) will reinforce school wide expectations and monitoring tools to reduce the number of behavior infractions during the school year, while teaching students to except responsibilities for their own behaviors.	Behavioral Support Program	08/12/2014	12/31/2017	\$1000 - District Funding	James Gray, Kelly Brown, Melanie Hampton, Beth Bowling, Billy Griffin, Jessica Woods, Jennifer Collins

Activity - Tell Surveys	Activity Type	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	12/31/2017	\$0 - Other	SBDM, Teachers, and Administration

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$0 - Other	Classroom teacher, Academic Specialist, School Secretary

Activity - Communication	Activity Type	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, PCE and classroom newsletters, school and teacher websites, school sign.	Parent Involvement	02/01/2013	12/31/2017	\$1000 - General Fund	Paces Creek staff members

Activity - Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$5000 - FRYSC	Principal, district, Jessica Woods, and Promise Neighborhood

Strategy3:

Literacy Initiative - Paces Creek Elementary K-6 teachers will implement the "Imagine It" Reading Program with rigor and validity. This program requires two hours daily for instruction within a whole group and small group setting.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards the target of 90% on level reading goal for students exiting 3rd grade.	Professional Learning	08/12/2014	12/31/2017	\$0 - Other	Certified and Classified reading staff, James Gray, and Michelle Howard.

Activity - Imagine IT	Activity Type	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	08/12/2013	06/30/2017	\$0 - Other	James Gray, Instructional Coach, Teachers

Activity - Workshop Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teacher will develop detailed lesson plans for Imagine It [®] reading workshop that are differentiated by instructional needs as measured by MAP	Academic Support Program	01/01/2017	12/31/2017	\$1000 - District Funding	James Gray, Michelle Howard

Strategy4:

PCE Math Initiative - PCE administrators and math teachers will collaborate to reflect and refine instruction needs according to needs and deficits identified by MAP/K-PREP Data.

Category: Professional Learning & Support

Research Cited:

Activity - Spiral Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement 10 minutes of daily spiral review of math concepts to ensure mastery through repeated process and practice.	Academic Support Program	09/01/2016	12/31/2017	\$0 - No Funding Required	K-3 teachers, James Gray, Michelle Howard

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-6 will utilize I-Ready, IXL, Education Galaxy, and Envision Math during computer time and scheduled i-pad usage to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Math teachers will post content/grade level specific vocabulary to be taught during Whole group math block time based on KASC and identified by District Curriculum MAPs.	Academic Support Program	11/01/2015	12/31/2017	\$500 - Text Books	Math teachers, Administrators

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Math Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement a protect block of instructional time for Math. The block will consist of a hour of whole group instruction and 30 minutes of small group differentiated instruction.	Academic Support Program	09/01/2015	12/31/2017	\$500 - District Funding	Classroom teachers and instructional Aides.

Activity - Math Curriculum Team	Activity Type	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	08/12/2014	06/30/2017	\$0 - Other	James Gray, Tonya Gray, Michelle Howard, Connie Smith, and Kristi Woods. K-3 teachers

Goal 2:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.4% in 2015-2016 to 62.6% in 2019.

Measurable Objective 1:
 collaborate to reduce the number of students scoring novice by 50% in both Reading and Math by 05/31/2019 as measured by as measured by K-PREP.

Strategy1:
 RTI system - School RTI team will look at academic and behavioral data to monitor student performance at Paces Creek Elementary. The data will determine the appropriate steps necessary to help the student succeed.

Category: Management Systems

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School RTI team will meet regularly to discuss intruotional 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	12/31/2017	\$0 - Other	James Gray, Michelle Howard, RTI team members.

Activity - Modified Instuction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will log different modifications given to students targeted for RTI.	Academic Support Program	09/01/2016	12/31/2017	\$0 - Other	K-6 Teachers and RTI team

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - PLC	Activity Type	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 or are needing help in the classroom on specific skill deficits.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	James Gray, Instructional Coach, RTI team, All classroom teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.4% to 47.6% by 05/31/2017 as measured by K-PREP.

Strategy1:

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	Funding Amount & Source	Staff Responsible
Interventionist will implement Reading Mastery intervention for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	08/12/2014	12/31/2017	\$0 - No Funding Required	K-6 certified/classified staff, principal, instructional coach

Activity - Reading/ Tutoring Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring novice on the K-PREP assessment or below the 50th percentile on MAP in grades K-6 will be placed in the early morning Reading lab to move towards proficiency in Reading.	Academic Support Program	12/01/2015	12/31/2017	\$1000 - Text Books	Dema Hacker, Certified Staff, and reading interventionist, James Gray, Michelle Howard

Activity - Save the Children	Activity Type	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 program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	J. Brandenburg coordinator, Judy Smith, Save the children support staff

Activity - Reading Recovery	Activity Type	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	08/12/2014	12/31/2017	\$6000 - Other	RTA teacher

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Comprehensive Intervention Model	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$40000 - Other	Dema Hacker, Principal, and District staff

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Math Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I-Ready math will be used during support block for targeted 3-6 students scoring novice and apprentice in mathematics on the K-PREP assessment and below the 50th percentile on MAP.	Academic Support Program	09/02/2014	12/31/2017	\$1000 - Other	Connie Smith, Math interventionist, Administration

Activity - Best Practice	Activity Type	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	12/31/2017	\$0 - Other	Tonya Gray, Stacy Adams, Shannon Hinkle, Connie Smith, Instructional Coach

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 scoring below the 20th percentile or apprentice will receive intervention by utilizing IXL, study island, Envision, and I-ready during math intervention to move students to the proficient level.	Academic Support Program	08/12/2014	12/31/2017	\$0 - No Funding Required	Computer teachers and support staff

Goal 3:

All teachers/principal will fully implement the TPGES/PPGES at Paces Creek by May, 29 2017

Measurable Objective 1:

demonstrate a proficiency in the TPGES/PPGES as outlined in the Next Generation of Learners by 12/31/2017 as measured by state implementation guidelines..

Strategy1:

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.

Comprehensive School Improvement Plan

Paces Creek Elementary

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Professional Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$1000 - District Funding	Certified staff, James Gray, District staff

Activity - Principal/leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$1000 - District Funding	Superintendent, District supervisor, James Gray

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$1000 - District Funding	James Gray, Certified staff

Activity - Educator Development	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Teacher needs will be determined based on formal observations from leadership personnel. After three non-compliance/corrections, District will be notified and will complete an observation. Results will be discussed with appropriate personnel.	Professional Learning	08/12/2014	12/31/2017	\$0 - District Funding	Superintendent:Supervisor s: Principal: teachers: Instructional Coach

Activity - PPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$1000 - District Funding	Principal/designee, James Gray

Activity - Next Generation Professionals	Activity Type	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 and the CEP referring to the PGES implementation timeline for principal and teachers.	Professional Learning	08/12/2014	12/31/2017	\$0 - Other	Superintendent: Central Office Staff: Principals: Instructional coach: teachers

Comprehensive School Improvement Plan

Paces Creek Elementary

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 proficiency scores for Paces Creek Elementary from 44.9 to 64.2.% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Paces Creek Elementary from 44.9% to 49.8% by 05/31/2017 as measured by K-PREP.

Strategy1:

PCE Math Initiative - PCE administrators and math teachers will collaborate to reflect and refine instruction needs according to needs and deficits identified by MAP/K-PREP Data.

Category: Professional Learning & Support

Research Cited:

Activity - Spiral Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement 10 minutes of daily spiral review of math concepts to ensure mastery through repeated process and practice.	Academic Support Program	09/01/2016	12/31/2017	\$0 - No Funding Required	K-3 teachers, James Gray, Michelle Howard

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Math teachers will post content/grade level specific vocabulary to be taught during Whole group math block time based on KASC and identified by District Curriculum MAPs.	Academic Support Program	11/01/2015	12/31/2017	\$500 - Text Books	Math teachers, Administrators

Activity - Math Curriculum Team	Activity Type	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	08/12/2014	06/30/2017	\$0 - Other	James Gray, Tonya Gray, Michelle Howard, Connie Smith, and Kristi Woods. K-3 teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-6 will utilize I-Ready, IXL, Education Galaxy, and Envision Math during computer time and scheduled i-pad usage to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Math Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement a protect block of instructional time for Math. The block will consist of a hour of whole group instruction and 30 minutes of small group differentiated instruction.	Academic Support Program	09/01/2015	12/31/2017	\$500 - District Funding	Classroom teachers and instructional Aides.

Strategy2:

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

Category: Early Learning

Research Cited:

Activity - K-Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Imagine It" Pre-screener and k-screener, along with Brigance, 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	12/31/2017	\$500 - District Funding	Preschool/Kindergarten teachers, principal, Instructional coach

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Early Steps to Success (Save the Children), Kindergarten teachers, and District 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	12/31/2017	\$0 - Other	Early steps staff, Kindergarten teachers, Head Start, and pre-school teachers.

Strategy3:

Teacher Curriculum Assessment and Alignment - Teachers will use formative and summative assessment data to drive instruction during class instruction, as well as for flexible grouping during enrichment and intervention block.

Category: Continuous Improvement

Research Cited:

Activity - Kentucky Core Academic Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCE teachers must use rigorous and developmentally appropriate curriculum to deliver instruction . The curriculum must align with Kentucky's Core Academic Standards, as measured by KPREP and District required assessments.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	James Gray, Michelle Howard, District staff, and all teachers

Activity - Cross Curriculum Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate "Time for Kids" across the curriculum. Teachers will use the non fiction material to improve reading in all subject areas and as a resource for Writing content prompts.	Other - Continued growth	09/01/2016	12/31/2017	\$2000 - General Fund	K-6 Teachers, administration, Instructional Coach

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Curriculum and Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain curriculum and data notebooks. The Notebooks are to outline implementation of KCAS and log daily instruction, as well as, a to organize formative/summative assessments for easy analysis.	Academic Support Program	08/01/2014	12/31/2017	\$0 - Other	James Gray, District Curriculum Coaches, Michelle Howard, Certified Teachers

Activity - Non-negotiables for Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will begins and end instruction by clearly and systematically stating the "I Can" statements for the lesson. Teachers will also begin each Class with a Bell Ringer and Exit Slip type of Formative Instruction. Data collected will be used to design instruction for the Support Blocks.	Academic Support Program Policy and Process	10/01/2015	12/31/2017	\$500 - State Funds	Certified Staff, Principal, and Instructional Coach

Activity - Triumph Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Triumph Learning materials to review specific standards that the students need reviewed as measured by KPREP and Discovery Ed. assessments.	Policy and Process	09/01/2016	12/31/2017	\$3000 - Other	K-6 Teachers, James Gray, Michelle Howard

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Teachers will complete a weekly plan of instruction for the support block time identifying DOK and instructional delivery.	Academic Support Program	08/12/2014	12/31/2017	\$0 - No Funding Required	All Classroom Teachers and administration

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The the 3rd through 6th grade teachers will work with District and building Instructional curriculum coaches to implement best teaching practices with rigorous content.	Professional Learning	08/12/2014	12/30/2016	\$0 - Other	3-6 teachers, James Gray, Michelle Howard, District Supervisors, Renee Smith, Kristi Woods

Strategy4:

Literacy Initiative - Paces Creek Elementary K-6 teachers will implement the "Imagine It" Reading Program with rigor and validity. This program requires two hours daily for instruction within a whole group and small group setting.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Workshop Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teacher will develop detailed lesson plans for Imagine It" reading workshop that are differentiated by instructional needs as measured by MAP	Academic Support Program	01/01/2017	12/31/2017	\$1000 - District Funding	James Gray, Michelle Howard

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards the target of 90% on level reading goal for students exiting 3rd grade.	Professional Learning	08/12/2014	12/31/2017	\$0 - Other	Certified and Classified reading staff, James Gray, and Michelle Howard.

Activity - Imagine IT	Activity Type	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	08/12/2013	06/30/2017	\$0 - Other	James Gray, Instructional Coach, Teachers

Strategy5:

Best Practices - Teachers will attend PD that is alignment with their Individual growth plans, Content area, and District requirements.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development Requirement	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$0 - District Funding	All Staff

Activity - PCE Staff PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of job specific PDs that correspond to student achievement/proficiency will be monitored through walk-through informal and formal observations.	Academic Support Program	08/12/2014	12/31/2017	\$1000 - District Funding	Paces Creek Staff, Michelle Howard, James Gray, District Staff

Activity - Progress Zone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Discovery Educations progress zone and Common Core resources to develop questions for bell ringers and exit slips that are aligned with KCAS.. This formative assessment will be used to reflect, reinforce, and refine instruction.	Academic Support Program	02/01/2013	12/31/2017	\$0 - Other	James Gray, Instructional Coach, All classroom teachers

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Power Verbs	Activity Type	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 and outlined by SBDM policy.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	Principal, District Staff, Instructional coach, and all classroom teachers

Measurable Objective 2:

collaborate to increase the percentage of students performing at the proficient level in Mathematics from 39.7% to 46% by 05/31/2017 as measured by the KPREP.

Strategy1:

PCE Math Initiative - PCE administrators and math teachers will collaborate to reflect and refine instruction needs according to needs and deficits identified by MAP/K-PREP Data.

Category: Professional Learning & Support

Research Cited:

Activity - Spiral Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement 10 minutes of daily spiral review of math concepts to ensure mastery through repeated process and practice.	Academic Support Program	09/01/2016	12/31/2017	\$0 - No Funding Required	K-3 teachers, James Gray, Michelle Howard

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-6 will utilize I-Ready, IXL, Education Galaxy, and Envision Math during computer time and scheduled i-pad usage to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Math teachers will post content/grade level specific vocabulary to be taught during Whole group math block time based on KASC and identified by District Curriculum MAPs.	Academic Support Program	11/01/2015	12/31/2017	\$500 - Text Books	Math teachers, Administrators

Activity - Math Curriculum Team	Activity Type	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	08/12/2014	06/30/2017	\$0 - Other	James Gray, Tonya Gray, Michelle Howard, Connie Smith, and Kristi Woods. K-3 teachers

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Math Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement a protect block of instructional time for Math. The block will consist of a hour of whole group instruction and 30 minutes of small group differentiated instruction.	Academic Support Program	09/01/2015	12/31/2017	\$500 - District Funding	Classroom teachers and instructional Aides.

Measurable Objective 3:

collaborate to increase the number of student performing at the proficient level in reading from 50% to 54% by 05/31/2017 as measured by the KPREP.

Strategy1:

Literacy Initiative - Paces Creek Elementary K-6 teachers will implement the "Imagine It" Reading Program with rigor and validity. This program requires two hours daily for instruction within a whole group and small group setting.

Category: Continuous Improvement

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss reading instruction and assessment data to monitor progress towards the target of 90% on level reading goal for students exiting 3rd grade.	Professional Learning	08/12/2014	12/31/2017	\$0 - Other	Certified and Classified reading staff, James Gray, and Michelle Howard.

Activity - Imagine IT	Activity Type	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	08/12/2013	06/30/2017	\$0 - Other	James Gray, Instructional Coach, Teachers

Activity - Workshop Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teacher will develop detailed lesson plans for Imagine It" reading workshop that are differentiated by instructional needs as measured by MAP	Academic Support Program	01/01/2017	12/31/2017	\$1000 - District Funding	James Gray, Michelle Howard

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

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency scores for Paces Creek Elementary from 44.9 to 64.2.% in 2019.

Comprehensive School Improvement Plan

Paces Creek Elementary

Measurable Objective 1:

collaborate to increase the overall reading and math for Paces Creek Elementary from 44.9% to 49.8% by 05/31/2017 as measured by K-PREP.

Strategy1:

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

Category: Early Learning

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Early Steps to Success (Save the Children), Kindergarten teachers, and District 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	12/31/2017	\$0 - Other	Early steps staff, Kindergarten teachers, Head Start, and pre-school teachers.

Activity - K-Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Imagine It" Pre-screener and k-screener, along with Brigance, 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	12/31/2017	\$500 - District Funding	Preschool/Kindergarten teachers, principal, Instructional coach

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 proficiency scores for Paces Creek Elementary from 44.9 to 64.2% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Paces Creek Elementary from 44.9% to 49.8% by 05/31/2017 as measured by K-PREP.

Strategy1:

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

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - K-Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Imagine It" Pre-screener and k-screener, along with Brigance, 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	12/31/2017	\$500 - District Funding	Preschool/Kindergarten teachers, principal, Instructional coach

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Early Steps to Success (Save the Children), Kindergarten teachers, and District 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	12/31/2017	\$0 - Other	Early steps staff, Kindergarten teachers, Head Start, and pre-school teachers.

Strategy2:

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

Category: Learning Systems

Research Cited:

Activity - Tell Surveys	Activity Type	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	12/31/2017	\$0 - Other	SBDM, Teachers, and Administration

Activity - Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$5000 - FRYSC	Principal, district, Jessica Woods, and Promise Neighborhood

Activity - Student Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$0 - Other	Classroom teacher, Academic Specialist, School Secretary

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

Comprehensive School Improvement Plan

Paces Creek Elementary

Goal 1:

Increase the averaged combined reading and math K-PREP proficiency scores for Paces Creek Elementary from 44.9 to 64.2.% in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students performing at the proficient level in Mathematics from 39.7% to 46% by 05/31/2017 as measured by the KPREP.

Strategy1:

PCE Math Initiative - PCE administrators and math teachers will collaborate to reflect and refine instruction needs according to needs and deficits identified by MAP/K-PREP Data.

Category: Professional Learning & Support

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-6 will utilize I-Ready, IXL, Education Galaxy, and Envision Math during computer time and scheduled i-pad usage to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz

Activity - Spiral Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement 10 minutes of daily spiral review of math concepts to ensure mastery through repeated process and practice.	Academic Support Program	09/01/2016	12/31/2017	\$0 - No Funding Required	K-3 teachers, James Gray, Michelle Howard

Activity - Math Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement a protect block of instructional time for Math. The block will consist of a hour of whole group instruction and 30 minutes of small group differentiated instruction.	Academic Support Program	09/01/2015	12/31/2017	\$500 - District Funding	Classroom teachers and instructional Aides.

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Math teachers will post content/grade level specific vocabulary to be taught during Whole group math block time based on KASC and identified by District Curriculum MAPs.	Academic Support Program	11/01/2015	12/31/2017	\$500 - Text Books	Math teachers, Administrators

Measurable Objective 2:

collaborate to increase the overall reading and math for Paces Creek Elementary from 44.9% to 49.8% by 05/31/2017 as measured by K-PREP.

Comprehensive School Improvement Plan

Paces Creek Elementary

Strategy1:

Best Practices - Teachers will attend PD that is alignment with their Individual growth plans, Content area, and District requirements.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development Requirement	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$0 - District Funding	All Staff

Activity - Power Verbs	Activity Type	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 and outlined by SBDM policy.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	Principal, District Staff, Instructional coach, and all classroom teachers

Strategy2:

PCE Math Initiative - PCE administrators and math teachers will collaborate to reflect and refine instruction needs according to needs and deficits identified by MAP/K-PREP Data.

Category: Professional Learning & Support

Research Cited:

Activity - Math Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement a protect block of instructional time for Math. The block will consist of a hour of whole group instruction and 30 minutes of small group differentiated instruction.	Academic Support Program	09/01/2015	12/31/2017	\$500 - District Funding	Classroom teachers and instructional Aides.

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Math teachers will post content/grade level specific vocabulary to be taught during Whole group math block time based on KASC and identified by District Curriculum MAPs.	Academic Support Program	11/01/2015	12/31/2017	\$500 - Text Books	Math teachers, Administrators

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-6 will utilize I-Ready, IXL, Education Galaxy, and Envision Math during computer time and scheduled i-pad usage to improve math fluency/skills to reach proficiency.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	Principal, Instructional coach, classroom teachers, J. Sexton, Tonya Gray, and Vickie Fultz

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Spiral Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will implement 10 minutes of daily spiral review of math concepts to ensure mastery through repeated process and practice.	Academic Support Program	09/01/2016	12/31/2017	\$0 - No Funding Required	K-3 teachers, James Gray, Michelle Howard

Activity - Math Curriculum Team	Activity Type	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	08/12/2014	06/30/2017	\$0 - Other	James Gray, Tonya Gray, Michelle Howard, Connie Smith, and Kristi Woods. K-3 teachers

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 42.4% in 2015-2016 to 62.6% in 2019.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice by 50% in both Reading and Math by 05/31/2019 as measured by as measured by K-PREP.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Math Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
I-Ready math will be used during support block for targeted 3-6 students scoring novice and apprentice in mathematics on the K-PREP assessment and below the 50th percentile on MAP.	Academic Support Program	09/02/2014	12/31/2017	\$1000 - Other	Connie Smith, Math interventionist, Administration

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Best Practice	Activity Type	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	12/31/2017	\$0 - Other	Tonya Gray, Stacy Adams, Shannon Hinkle, Connie Smith, Instructional Coach

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 scoring below the 20th percentile or apprentice will receive intervention by utilizing IXL, study island, Envision, and I-ready during math intervention to move students to the proficient level.	Academic Support Program	08/12/2014	12/31/2017	\$0 - No Funding Required	Computer teachers and support staff

Strategy2:

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 - Comprehensive Intervention Model	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$40000 - Other	Dema Hacker, Principal, and District staff

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist will implement Reading Mastery intervention for the students falling below the 20th percentile on the MAP assessment in grades K-6 for all students.	Direct Instruction	08/12/2014	12/31/2017	\$0 - No Funding Required	K-6 certified/classified staff, principal, instructional coach

Activity - Reading Recovery	Activity Type	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	08/12/2014	12/31/2017	\$6000 - Other	RTA teacher

Activity - Save the Children	Activity Type	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 program. Students will be determined based on the STAR assessment given 3 times a year.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	J. Brandenburg coordinator, Judy Smith, Save the children support staff

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Reading/ Tutoring Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring novice on the K-PREP assessment or below the 50th percentile on MAP in grades K-6 will be placed in the early morning Reading lab to move towards proficiency in Reading.	Academic Support Program	12/01/2015	12/31/2017	\$1000 - Text Books	Dema Hacker, Certified Staff, and reading interventionist, James Gray, Michelle Howard

Strategy3:

RTI system - School RTI team will look at academic and behavioral data to monitor student performance at Paces Creek Elementary. The data will determine the appropriate steps necessary to help the student succeed.

Category: Management Systems

Research Cited:

Activity - PLC	Activity Type	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 or are needing help in the classroom on specific skill deficits.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	James Gray, Instructional Coach, RTI team, All classroom teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School RTI team will meet regularly to discuss instructional needs of students in reading and math who are below the 20th percentile on the MAP assessment. The team will determine steps necessary to meet the instructional needs of each individual student.	Academic Support Program	08/12/2014	12/31/2017	\$0 - Other	James Gray, Michelle Howard, RTI team members.

Activity - Modified Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will log different modifications given to students targeted for RTI.	Academic Support Program	09/01/2016	12/31/2017	\$0 - Other	K-6 Teachers and RTI team

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

N/A (this question does not apply)

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

N/A (this question does not apply)

Comprehensive School Improvement Plan

Paces Creek Elementary

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 proficiency scores for Paces Creek Elementary from 44.9 to 64.2.% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Paces Creek Elementary from 44.9% to 49.8% by 05/31/2017 as measured by K-PREP.

Strategy1:

Best Practices - Teachers will attend PD that is alignment with their Individual growth plans, Content area, and District requirements.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development Requirement	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$0 - District Funding	All Staff

Activity - PCE Staff PD implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of job specific PDs that correspond to student achievement/proficiency will be monitored through walk-through informal and formal observations.	Academic Support Program	08/12/2014	12/31/2017	\$1000 - District Funding	Paces Creek Staff, Michelle Howard, James Gray, District Staff

Strategy2:

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

Research Cited:

Activity - Instructional Program	Activity Type	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	01/06/2014	12/31/2017	\$0 - Other	James Gray, and Program Review Team comprised of certified staff.

Comprehensive School Improvement Plan

Paces Creek Elementary

Activity - Instructional Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will follow a monthly calendar of Program Review activities/evidence. Instructional plans/activities are to be delivered in the classroom, library, and gym scheduled times.	Academic Support Program	10/01/2014	12/31/2017	\$0 - Other	Librarian, Classroom teachers, Principal, Instructional Coach, Program Review team members.

Activity - SBDM Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	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	12/31/2017	\$0 - Other	Program Review Team, Principal, Instructional Coach, SBDM

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 you will find Clay County. The county was named for Green Clay, a first Governor to Henry Clay. Manchester, KY, the county seat, is 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 \$27,075 year, which is almost half of the national median and 38.2% of our county falls in the poverty range. Also, in Clay County, 64.3% of the total population have a high school diploma. This county currently has approximately 40% in the labor force and a disability rate of approximately 19.3%. 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. The greatest majority of our students are raised by an adult that never went to college or graduated from high school. Furthermore, throughout the county, only 9.5% of the total population has a bachelor's degree or higher. A large percent of our students come from broken homes, with a growing percentage of our students are being raised by a grandparent or another family member. The majority of our students, like the county, receive some form of government assistance. Paces Creek's Family Resource center currently has 6% 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. According to October's data, we have an enrollment of students. At this time, 55.38% of our students are female and 44.62% are male. Our student population is comprised of 98.46% white students, .31% Asian, .31% black, .62%% Hispanic, and .31% two or more races. Of the total population, 21.54% 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).

Paces Creek is currently in the 3rd year of a new principal. After experiencing no teacher turnovers and transfers during a 2 year period PCE has experienced academic improvement and success across the board, especially in the accountable grades. The Paces Creek community is continually striving for proficiency. After hard work and dedication by the school community, the 2015-2016 proved that Proficiency had been achieved.

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; whether it be mentally, physically, emotionally, or socially. Teachers 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 to be used solely 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. Paces Creek has also established a K-3 math block. The first hour of the block is similar to whole group in reading. It is during this time that the students receive and follow the District's Curriculum map for math. The last half hour is centered on individual instruction and guided practice. For the grades 3-6, PCE purchased the I-ready program to help move students from the novice level of accountability. Students in this program receive 45 to 60 minutes of individualized practice and progress monitoring that occurs without the students knowledge of the process. This program, also, greatly helps with the Response to Intervention program at our school.

Similar to last year, Paces Creek is incorporating 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 and vision statement are the following:

Mission: PCE's mission is to provide a high-quality education to each student so they may grow and develop mentally, physically, emotionally and socially to help them become successful members of society.

Vision:

PCE's ABC's to Success:

Always be honest and responsible

Believe in yourself

Choose to succeed

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 PCE as a needs improvement focus school.

Since the beginning of the KPREP assessment Paces Creek has made tremendous gains in the overall score and classification rankings . A large majority of the success has occurred during the last three assessment years, as Paces Creek has continued to show gradually growth and a steady march towards proficiency. Paces Creek has now achieved the classification of a Proficient/Progressing school.

During the 2013-2014 school year, Paces Creek obtained a score of 59.1 and a state ranking in the 35th percentile. This year Paces Creek met proficiency guidelines, meeting all of our Annual Measurable Objectives and obtaining a score of 71.4. PCE was also one of only three elementary schools in the Clay District to show growth during the 2015-2016 school year, as indicated by the K-PREP data.

The Program Review component of the Accountability system has also shown growth, since it insertion into the accountability model. Based on the 2013-2014 data, Paces Creek obtained 96.3 points out of a total of 100 possible points. For the second year in a roll, Paces Creek staff made the necessary adjustments and received the maximum 100 point.

The areas of Reading and Math combined proficiency have had minimal growth during the last few years. Paces Creek's combined delivery target for reading and math proficiency/distinguished was a 35.5% for the 2014-2015 score year, we obtained a score of 31.4%. The 2015-2016 target was 42.6 and PCE surpassed that with a score of 44.9. This was an increase of 13.5 points from the previous year. The non-duplicated gap data for those scoring proficient and distinguished in both reading and math has followed a similar trajectory. The non-duplicated Gap score for students scoring proficient/distinguished was 29.6% in 2014-2015 and increased to 42.4% in 2015-2016. During the 2014-2015, 23% percent of our boys scored proficient or distinguished in reading compared to 39.7% of the girls. The 2015-2016 data indicated that the boys performing at the proficient or distinguished level doubled to reach 46.1.

In reading, during 2014-2105, 37.4 percent of our students score proficient/distinguished instead of the delivery target of 40.7. KRPEP data from the 2015-2016 year indicated that 50% of our students were scoring at the desired level.

Data indicated that during this last testing period, 50.6% of the females scored proficient/distinguished in reading compared to 49.4% of the boys. During the 2015-2016 school year, PCE surpassed their delivery target of 44.6 to reach 48 percent.

Math data in the non-duplicated group indicated that our students are performing significantly lower in this area. The 2014-2105 data indicated that only 23.5 percent of our students were scoring proficient/distinguished in mathematics, which was slightly up from the 19.5% baseline of the prior year. 2015-2016 data had 36.7% of our students, in the non-duplicated group, scoring proficient or higher. This was an increase of 13.2% from the previous year. Female students had consistently outperformed male students in mathematics. A break down of the 2013-2014 data of students performing at proficient/distinguished, 18.6% of the males performed at this level and was over 8% lower than the females at 26.9%. The trend continued until the 2015-2016 assessment. The

Data shows that for the first time 42.7% of our male students performed at the proficient/distinguish level compared to 36.5% of our female students. Further improvement is needed from both male and female students in mathematics if PCE is to become a distinguished school.

Further analysis of the 2015-2016 data indicated a continual increase in the number of students performing proficient/distinguished in Social Studies. In 2013-2014, Paces Creek had a baseline score of 30.3% of the students performing at the proficient level or higher social studies. PCE had 46.9% of our students performing at proficient or higher the next year, but reached 55.3% during 2015-2016.

The 2014-2015 data in writing indicated a slight decrease in the percentage of students scoring proficient/distinguished. The 2014-2015 data indicated that only 30.9% of the students scored at this level compared to the 35.8% from the 2013-2014 school year.

Comprehensive School Improvement Plan

Paces Creek Elementary

In Language Mechanics, 50.6 percent of the students tested scored proficient/distinguished. This was an increase of 23.9% from the 2013-2014 test data. During the 2015-2016 assessment, 58.9% of our students scored at or above the proficient level.

PCE has worked very hard and strategically to reduce the number of students performing at the Novice level. We had a Novice reduction score of 86.2. This was 32.8 points higher than the district. However, PCE is continuing working to improve mathematics and writing instruction. We are currently are working to create writing prompts that are centered around real issues and outlined by graph organizers. We are continuing striving to improve reading instruction, by looking at programs that offer visual and oral instruction.

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 creating weekly classroom newsletter and classroom Facebook pages to use as instructional tools and to increase community involvement. The newsletters points out the following weeks instructional content, along with, vocabulary and test dates. The school has a Principal Pride and Joy program that recognizes student accolades. Students are celebrated for their social and academic behaviors throughout the school building. 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.