Comprehensive School Improvement Plan

Price Elementary

Jefferson County

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Price Elementary 2016-2017 Comprehensive School Improvement Plan

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Executive Summary

Introduction

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

The data in the chart identifies Price Elementary School as a diverse, high poverty student population. Price has a significant number of ESL and ECE students and our school includes several first year teachers with 30% of teachers having less than 4 years experience. The school has recently hired a new principal with prior experience but new to the school district. The TELL survey focus relates to student conduct which suggests there is a discipline concern.

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.

High teacher turnover within the last few years, lack of parent involvement, income barriers creating a lack of resources, transience

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.		Price Elementary Equity Goals 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:
Proficiency Goal (All): By 2019, student will meet the 2018-2019 delivery targets.

Measurable Objective 1:
increase student growth in reading proficiency to 53.3 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:
Non-Academic Data - Non-Academic data is collected regularly through the Attendance Clerk, Success Coach, SRT team, Counselor, School/Community Liaison, and the PBIS team. Students who display a need in attendance, behavior, social-emotional learning, health or basic needs are identified and systems are in place to provide assistance to students and families.
Category: Continuous Improvement
Research Cited:

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Breakfast is provided for each student to ensure nutrition needs are being met and students are ready to learn. This program supports classroom community with peers and the teacher.	Academic Support Program	08/17/2016	12/01/2017	$0 - Grant Funds	Ray, Smith, McElroy, Kimble, classroom teachers

Activity - Blessings in a backpack	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community members and local establishments donate food to be given to student(s). Every Friday, the Family Resource Center collects backpacks and fills them with the donated food.	Community Engagement	08/17/2016	12/01/2017	$0 - Other	Watts

Strategy2:

Kindergarten Readiness - Price Elementary host a Kindergarten Readiness camp in July to help prepare kindergarten students to their new school environement. During this time students are screened using the Brigance Screener.

Category: Early Learning

Research Cited:

Activity - Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify two-three strategies of interventions for that focus area that will have a high impact for improvement.	Academic Support Program	10/01/2016	12/01/2017	$5000 - Grant Funds	Ray, Smith Fernadez, Haggard, Huggins, Miller, and teachers

Strategy3:

Student Growth Goals - Students will set growth goals and actively monitor their progress. Accomplishments will be recognized, celebrated and rewarded. Name and claim those students who are close to achieving next level performance. (novice to apprentice, apprentice to proficient, proficient to distinguished) choose their area of focus based on the goals and /or service subjects we address.

Category: Stakeholder Engagement

Research Cited:

Activity - Student Self-Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are taught to self-moitor academic progress on proficiency test and set goals for improvement. Each student selects an area of improvement and uses specific strategies to reach their set goal.	Academic Support Program	10/01/2016	12/01/2017	$500 - General Fund	Ray, Smith, Fernandez, Miller, Haggard, Huggins

Measurable Objective 2:

increase student growth in writing proficiency to 45 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier I Instruction - Professional Learning & Support will be monitored and implemented by the Instructional Leadership Team (ILT).

Category: Professional Learning & Support

Research Cited:

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 are offered the opportunity to participate in the Bellarmine Literacy Project. Teacher learn up to date best practice techniques of teaching reading. Regular assessments are given to track reading progress and a "Bellarmine Coach" is available to model lesson(s) for teachers.	Academic Support Program	08/17/2016	12/01/2017	$17500 - Grant Funds	Cole

Goal 2:

Proficiency Goal (Gap): By 2019, students will meet the 2018-2019 Gap delivery targets.

Measurable Objective 1:

increase student growth in reading proficiency (gap) to 51.8 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored.

Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox,

iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500 - Grant Funds	Ray, Smith, Fernandez, Connelly

Measurable Objective 2:

increase student growth in social studies proficiency (gap) to 51 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored.

Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox,

iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Research Cited:

Activity - ESL Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL students will be mainstreamed through collaboration with regular education teachers to develop strategies to scaffold instruction in reading. ESL teachers will meet with the regular education teacher to progress monitor and develop appropriate strategies based on student needs.	Academic Support Program	08/17/2016	12/01/2017	$500 - General Fund	ESL teachers, Regular education teachers, principal

Goal 3:

Best Practices

Measurable Objective 1:

collaborate to increase Parent Involvement by 12/01/2017 as measured by documentation collected by sign in clerk.

Strategy1:

Communication - Parents will be provided feeback daily regarding behavior, etc. through school planner and/or school take home folders. Parents will be asked to review the planner, sign it and return it to school the next day. Parent involvement activities will take place throughout the year to help educate and update parents on current educational trends. Notifications to parents are sent out via OneCallNow, email, twitter, school marquee, parent newsletter(s) and parent portal.

Category: Stakeholder Engagement

Research Cited:

Activity - Middle School Transition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of 5th grade students are invited to attend an informational meeting regarding middle school transitions. Academic, social and emotional topics are discussed. District personnel, Middle School representatives and school administrators are on hand to answer any questions and help provide a smooth transition to the next level of learning.	Academic Support Program Career Preparation/ Orientation	12/02/2016	12/01/2017	$1500 - Grant Funds	Ray, Smith, Pulliam, and other personnel

Activity - Community Input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community members are given the opportunity to provide feedback to the school in an effort toward continuous improvement. Surveys are given at the end of parent nights, Comprehensive school survey is given to families every spring, and every other year parents, students and staff are invited to participate in the KYTELLSURVEY. Information from these surveys are reviewed and plans are made for improvement accordingly.	Academic Support Program Community Engagement Behavioral Support Program	08/17/2016	12/01/2017	$0 - Other	Ray, Smith, Pulliam

Activity - Family Night (s)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year the school will host "Family Nights" to encourage parents to be involved in their child's learning experiences. Different content area(s) are integrated to enhance parent/student learning. Upcoming common core standards are discussed and ideas for support shared.	Academic Support Program Community Engagement	08/17/2016	12/01/2017	$4000 - Grant Funds	Ray, Smith, Pulliam, Fernandez, Cole, Keeling, T. Miller and classroom teachers

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?

Holly Fernandez- Goal Clarity Coach

Kelly Cowley- Teacher and SBDM

Deborah Dale-Quarles- Teacher and SBDM

Latasha Harrison- PTA President

Scott Hooper- Evaluation and Transition Coordinator

Elvira Paguada- School Community Liaison

Pastor Timothy Findley- Kingdom Fellowship Christian Life Center

Dr. Byrd- Metro Leadership Council

Relationship Building

Overall Rating: 2.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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.	Some parents report they are welcome to visit school.	Apprentice

	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 are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	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 staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 2.14

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

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

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

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

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

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

	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.83

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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: 2.17

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

	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 some student work with scoring guide and proficient level work.	Apprentice

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

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

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

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

Reflection

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

PTA has a strong working relationship with community organizations which support student learning through tutoring and mentoring programs. These programs assist the students who need academic support. Price has a PTA which is extremely committed to our students however it is small in number and always looking for more parent volunteers. The goal is to find ways to involve more parents and have them not only to participate but to become engaged with their child and our school community.

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Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Relationship Building — 2.43

Communications — 2.71

Decision Making — 2.14

Advocacy — 2.83

Learning Opportunities — 2.17

Community Partnerships — 2.33
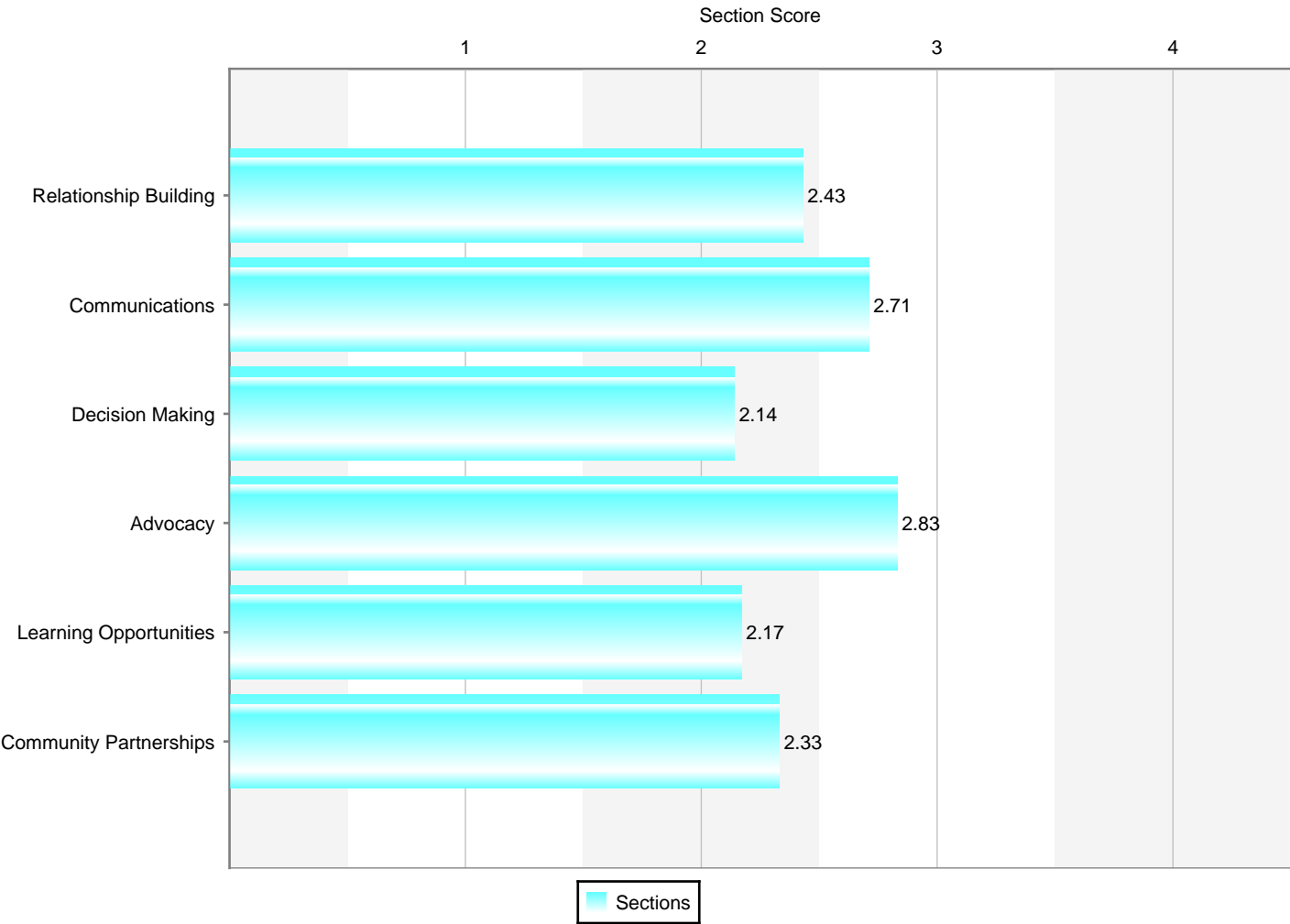
Sections

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Attend district meetings to find out what items are to be included in the new improvement plan. Faculty meeting convened to discuss the process for completion of the improvement plan. Staff reviewed goals and strategies from previous CSIP and an implementation and impact check was completed. Next, parents were invited to attend work sessions and discuss the implementation plan. A cadre of key stakeholders met to outline the goals, strategies, and major components for the 2016-17 CSIP. Information from team leader, ILT, SBDM council meeting, parent workshop and teacher sessions were used to complete the school improvement plan. A draft copy was presented to the faculty for review and revision. Information from the faculty meeting was used to update the improvement plan. The work sessions were offered at various times: evening, during school day, and GOLD DAY. The plan was presented to SBDM council for approval.

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

ILT, Team Leaders-share information with their team, meet to discuss key strategies and activities for inclusion in the CSIP. Component managers-these were designated chair people to facilitate and coordinate an area of expertise, identifying and focusing on specific activities and strategies for student achievement. These chair people shared information with the ILT and leadership team in subsequent meetings. Parents-newsletter, One Call Now, brochures were used to advertise workshop sessions to include parents in the creation of the CSIP. SBDM council members-reviewed CSIP for approval. Staff-worked in SBDM committee groups to refine and revise CSIP

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

ILT, Team Leaders-share information with their team, meet to discuss key strategies and activities for inclusion in the CSIP. Component managers-these were designated chair people to facilitate and coordinate an area of expertise, identifying and focusing on specific activities and strategies for student achievement. These chair people shared information with the ILT and leadership team in subsequent meetings. Parents-newsletter, One Call Now, brochures were used to advertise workshop sessions to include parents in the creation of the CSIP. SBDM council members-reviewed CSIP for approval. Staff-worked in SBDM committee groups to refine and revise CSIP

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?

The questions we are trying to answer with the data and information provided are:

Which students are proficient and which students are still working toward proficiency? How can we decrease the number of novice students.

Additionally, we are using the data to identify strengths and areas of improvement among the sub-groups.

Which students need enrichment? Which students need specific intervention based on standards not met?

The information is telling us that Writing is our highest content area from 11.4% to 22.4% according to the KPREP. Additionally, according to the TELL survey we are highly favorable in the area of professional development, instructional practices and support along with providing parents useful information regarding students learning.

In addition, Price utilizes data to address equity issues. 1)Analysis of data to determine if there are academic achievement gaps. 2) Provide staff development bridging the achievement gap, cultural diversity, and differentiated instruction. 3) Promotes faculty and cultural diversity in the classroom and school wide programs. 4) Collaborates with the ESL program to enhance literacy for all.

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?

Writing was an area of strength as there was an 11% increase in students performing proficient/distinguished. To sustain this area of strength we implemented the schoolwide writing plan to increase writing practices across all grade levels and emphasize Writing On Demand among our 5th grade students.

Opportunities for Improvement

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

Price is making a continued effort to improve in all content areas as there was a decrease in grades 3-5 of the number of proficient/distinguished students in reading, math, language mechanics (4th grade) and social studies (5th grade):

Reading:	Math	Language Mechanics	S. Studies
26.3% to 22.2%	22% to 19.8%	32.9% to 16.9%	38% to 18.8%

Our improvement plan centers on improving classroom instruction and developing a response to intervention format that is implemented to fidelity to identify, progress monitor and provide intervention for struggling students. Price teachers attend professional development for reading and math instruction, engagement strategies, best practices and intervention along with the Bellarmine Literacy project devoted to improving reading instruction for all students. Data analysis of common assessments, district proficiencies and progress monitoring tools (DIBELS, MAP, DRA's) are critical component in identifying areas of improvement to move students toward mastery.

Conclusion

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

Our next steps are to continue with our RTI program by working with our students to master all skills to reach proficiency. Additionally, we will continue to provide enrichment for students that have reached the proficiency level.

Price Elementary 2016-2017 Comprehensive School Improvement Plan

Overview

Plan Name

Price Elementary 2016-2017 Comprehensive School Improvement Plan

Plan Description

Price Elementary School

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	Instructional Resource Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$30000
2	Proficiency Goal (All): By 2019, student will meet the 2018-2019 delivery targets.	Objectives: 4 Strategies: 5 Activities: 14	Organizational	$66925
3	Proficiency Goal (Gap): By 2019, students will meet the 2018-2019 Gap delivery targets.	Objectives: 5 Strategies: 2 Activities: 5	Organizational	$110500
4	Novice Reduction Goal (Gap): By 2020, students in the gap group will be reduced in Novices by 50% in Reading and Math.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$100000
5	Best Practices	Objectives: 3 Strategies: 3 Activities: 7	Organizational	$8600

Goal 1: Instructional Resource Goal

Measurable Objective 1:

collaborate to determine which instructional materials align to Kentucky Core Academic Standards based classroom practices by 05/26/2016 as measured by 100% of the funds allocated for Instructional Materials are being used to improve student access to high quality standards aligned resources.

Strategy 1:

Instructional Resource Identification and alignment - A committee will compare the available resources against a rubric to determine the resources that best support

classroom instruction.

Category: Management Systems

Activity - Purchase Material	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase material after review process (please include purchase information, such as ISBN# if available)	Academic Support Program	08/17/2016	12/01/2017	$30000	General Fund	Ray, Smith, committee members

Goal 2: Proficiency Goal (All): By 2019, student will meet the 2018-2019 delivery targets.

Measurable Objective 1:

increase student growth in reading proficiency to 53.3 by 12/01/2017 as measured by KPREP score reporting.

(shared) Strategy 1:

Tier I Instruction - Professional Learning & Support will be monitored and implemented by the Instructional Leadership Team (ILT).

Category: Professional Learning & Support

Activity - Professional Development/Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development and Professional Learning Communities (PLCs) to enhance classroom instruction and student achievement. Teachers will use data to monitor student progress/growth.	Academic Support Program	10/01/2016	12/01/2017	$25000	Grant Funds	Ray, Smith, Fernandez, Haggard, Huggins, Miller and Teachers.

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teacher will design lesson which are aligned to KCAS. These lesson may be whole group, small group and/or individual depending on the needs of the student(s). | Academic Support Program | 08/17/2016 | 12/01/2017 | $1800 | General Fund | Ray, Smith, Fernandez, Classroom teachers |

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week lesson plans are posted outside of classroom for review by principal/peers/parents and monitored to make sure grade level standards and objectives are being taught daily.	Academic Support Program	08/17/2016	12/01/2017	$0	Grant Funds	Ray, Smith, Fernandez

Activity - Walk-through / Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-throughs are done on a rotating basis to monitor instruction and implementation of the KCAS standards and engagement of students. Feedback will be given for growth and reflection.	Other - Monitoring Implementation	08/17/2016	12/01/2017	$125	General Fund	Ray, Smith, Fernandez, Milller, Haggard, Huggins

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet weekly to discuss academic growth of students based on formative and summative assessment data. Enrichment and support groups are formed and monitored for progress.	Academic Support Program	08/17/2016	12/01/2017	$1000	Grant Funds	Ray, Smith, Fernandez, Classroom teachers

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-3 are offered the opportunity to participate in the Bellarmine Literacy Project. Teacher learn up to date best practice techniques of teaching reading. Regular assessments are given to track reading progress and a "Bellarmine Coach" is available to model lesson(s) for teachers.	Academic Support Program	08/17/2016	12/01/2017	$17500	Grant Funds	Cole

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology is available to every student attending Price Elementary. Each classroom has desktop computers available for student use. Each grade level has an electronic cart containing Nooks and/or ipads to be used at the teachers discretion for academic engagement and support.	Academic Support Program	08/17/2016	12/01/2017	$10000	Grant Funds	Ray, Smith, Brownley, Connelly

Strategy 2:

Student Growth Goals - Students will set growth goals and actively monitor their progress. Accomplishments will be recognized, celebrated and rewarded. Name and claim those students who are close to achieving next level performance. (novice to apprentice, apprentice to proficient, proficient to distinguished) choose their area of focus based on the goals and /or service subjects we address.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

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Activity - Student Self-Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are taught to self-moitor academic progress on proficiency test and set goals for improvement. Each student selects an area of improvement and uses specific strategies to reach their set goal.	Academic Support Program	10/01/2016	12/01/2017	$500	General Fund	Ray, Smith, Fernandez, Miller, Haggard, Huggins

Strategy 3:

Kindergarten Readiness - Price Elementary host a Kindergarten Readiness camp in July to help prepare kindergarten students to their new school environement.

During this time students are screened using the Brigance Screener.

Category: Early Learning

Activity - Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify two-three strategies of interventions for that focus area that will have a high impact for improvement.	Academic Support Program	10/01/2016	12/01/2017	$5000	Grant Funds	Ray, Smith Fernadez, Haggard, Huggins, Miller, and teachers

Strategy 4:

Non-Academic Data - Non-Academic data is collected regularly through the Attendance Clerk, Success Coach, SRT team, Counselor, School/Community Liaison, and the PBIS team. Students who display a need in attendance, behavior, social-emotional learning, health or basic needs are identified and systems are in place to provide assistance to students and families.

Category: Continuous Improvement

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are recognized for attendance, behavior, and academics. Each 9 week cycle students are rewarded with "BRAG TAGS" for perfect attendance, honor roll and improvements. Certificates are given during a grade level assemblies.	Behavioral Support Program	08/17/2016	12/01/2017	$3000	Grant Funds	Ray, Smith, Pulliam, Fernandez and classroom teachers

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Breakfast is provided for each student to ensure nutrition needs are being met and students are ready to learn. This program supports classroom community with peers and the teacher.	Academic Support Program	08/17/2016	12/01/2017	$0	Grant Funds	Ray, Smith, McElroy, Kimble, classroom teachers

Activity - Fruit and Vegetables	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three days a week a snack of fruits and/or vegetables are provided for each student. This program is to promote healty eating habits.	Academic Support Program	08/17/2016	12/01/2017	$0	Grant Funds	Ray, Smith, McElroy, nutrition staff, classroom teachers

Activity - Blessings in a backpack	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members and local establishments donate food to be given to student(s). Every Friday, the Family Resource Center collects backpacks and fills them with the donated food.	Community Engagement	08/17/2016	12/01/2017	$0	Other	Watts

Measurable Objective 2:

increase student growth in math proficiency to 52.4 by 12/01/2017 as measured by KPREP score reporting.

Strategy 1:

Professional Development 2017 - Professional Development related to literacy and mathematics as it connects to ECE instruction in the co-teaching, resource, and special class settings.

Category: Continuous Improvement

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment for Learning: Students and teachers use evidence of learning to adapt teaching and learning to meet immediate learning needs minute to minute and day by day.	Academic Support Program	10/01/2016	12/01/2017	$3000	Grant Funds	Ray, Smith , Fernandez, haggard, Huggins, Miller, Petti and Collier

Measurable Objective 3:

increase student growth in social studies proficiency to 53 by 12/01/2017 as measured by KPREP score reporting.

(shared) Strategy 1:

Tier I Instruction - Professional Learning & Support will be monitored and implemented by the Instructional Leadership Team (ILT).

Category: Professional Learning & Support

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

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Teachers will participate in professional development and Professional Learning Communities (PLCs) to enhance classroom instruction and student achievement. Teachers will use data to monitor student progress/growth.	Academic Support Program	10/01/2016	12/01/2017	$25000	Grant Funds	Ray, Smith, Fernandez, Haggard, Huggins, Miller and Teachers.

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will design lesson which are aligned to KCAS. These lesson may be whole group, small group and/or individual depending on the needs of the student(s).	Academic Support Program	08/17/2016	12/01/2017	$1800	General Fund	Ray, Smith, Fernandez, Classroom teachers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week lesson plans are posted outside of classroom for review by principal/peers/parents and monitored to make sure grade level standards and objectives are being taught daily.	Academic Support Program	08/17/2016	12/01/2017	$0	Grant Funds	Ray, Smith, Fernandez

Activity - Walk-through / Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-throughs are done on a rotating basis to monitor instruction and implementation of the KCAS standards and engagement of students. Feedback will be given for growth and reflection.	Other - Monitoring Implementation	08/17/2016	12/01/2017	$125	General Fund	Ray, Smith, Fernandez, Milller, Haggard, Huggins

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet weekly to discuss academic growth of students based on formative and summative assessment data. Enrichment and support groups are formed and monitored for progress.	Academic Support Program	08/17/2016	12/01/2017	$1000	Grant Funds	Ray, Smith, Fernandez, Classroom teachers

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-3 are offered the opportunity to participate in the Bellarmine Literacy Project. Teacher learn up to date best practice techniques of teaching reading. Regular assessments are given to track reading progress and a "Bellarmine Coach" is available to model lesson(s) for teachers.	Academic Support Program	08/17/2016	12/01/2017	$17500	Grant Funds	Cole

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

| Technology is available to every student attending Price Elementary. Each classroom has desktop computers available for student use. Each grade level has an electronic cart containing Nooks and/or ipads to be used at the teachers discretion for academic engagement and support. | Academic Support Program | 08/17/2016 | 12/01/2017 | $10000 | Grant Funds | Ray, Smith, Brownley, Connelly |

Measurable Objective 4:

increase student growth in writing proficiency to 45 by 12/01/2017 as measured by KPREP score reporting.

(shared) Strategy 1:

Tier I Instruction - Professional Learning & Support will be monitored and implemented by the Instructional Leadership Team (ILT).

Category: Professional Learning & Support

Activity - Professional Development/Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development and Professional Learning Communities (PLCs) to enhance classroom instruction and student achievement. Teachers will use data to monitor student progress/growth.	Academic Support Program	10/01/2016	12/01/2017	$25000	Grant Funds	Ray, Smith, Fernandez, Haggard, Huggins, Miller and Teachers.

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will design lesson which are aligned to KCAS. These lesson may be whole group, small group and/or individual depending on the needs of the student(s).	Academic Support Program	08/17/2016	12/01/2017	$1800	General Fund	Ray, Smith, Fernandez, Classroom teachers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week lesson plans are posted outside of classroom for review by principal/peers/parents and monitored to make sure grade level standards and objectives are being taught daily.	Academic Support Program	08/17/2016	12/01/2017	$0	Grant Funds	Ray, Smith, Fernandez

Activity - Walk-through / Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-throughs are done on a rotating basis to monitor instruction and implementation of the KCAS standards and engagement of students. Feedback will be given for growth and reflection.	Other - Monitoring Implementation	08/17/2016	12/01/2017	$125	General Fund	Ray, Smith, Fernandez, Milller, Haggard, Huggins

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers meet weekly to discuss academic growth of students based on formative and summative assessment data. Enrichment and support groups are formed and monitored for progress. | Academic Support Program | 08/17/2016 | 12/01/2017 | $1000 | Grant Funds | Ray, Smith, Fernandez, Classroom teachers |

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-3 are offered the opportunity to participate in the Bellarmine Literacy Project. Teacher learn up to date best practice techniques of teaching reading. Regular assessments are given to track reading progress and a "Bellarmine Coach" is available to model lesson(s) for teachers.	Academic Support Program	08/17/2016	12/01/2017	$17500	Grant Funds	Cole

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology is available to every student attending Price Elementary. Each classroom has desktop computers available for student use. Each grade level has an electronic cart containing Nooks and/or ipads to be used at the teachers discretion for academic engagement and support.	Academic Support Program	08/17/2016	12/01/2017	$10000	Grant Funds	Ray, Smith, Brownley, Connelly

Goal 3: Proficiency Goal (Gap): By 2019, students will meet the 2018-2019 Gap delivery targets.

Measurable Objective 1:

increase student growth in reading proficiency (gap) to 51.8 by 12/01/2017 as measured by KPREP score reporting.

(shared) Strategy 1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored. Tier II intervention is

implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox, iready and lexiacore5. Progress is monitored through

graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Activity - Intervention(s)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention(s) are given based on multiple data points including benchmark assessments, student work samples and teacher observations.Interventionist provide specific intervention based on student need.	Academic Support Program	08/17/2016	12/01/2017	$100000	Grant Funds	Ray, Smith, Pulliam, Fernandez, classroom teacher

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Response to Intervention-- a committee is set up to actively monitor student progress and make an individual plan for students who fall below proficicency levels according to multiple data points. | Academic Support Program | 10/01/2016 | 12/01/2017 | $2000 | Grant Funds | Ray, Smith, Pulliam, Fernandez, Keeling, Cole, Haggard, Miller, Huggins, classroom teachers |

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500	Grant Funds	Ray, Smith, Fernandez, Connelly

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secure technical assitance from District Curriculum office, Disrict Title I, Area 4 Assistant Superintendent office and KDE for the purpose of identifying effective strategies for reducing novice students and implementing research based tier II instruction. Monitor implementation of strategies through classroom walkthroughs and self-reflection.	Professional Learning	12/08/2016	12/01/2017	$1000	Grant Funds	Ray

Measurable Objective 2:

increase student growth in math proficiency (gap) to 50.8 by 12/01/2017 as measured by KPREP score reporting.

(shared) Strategy 1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored. Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox, iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Activity - Intervention(s)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention(s) are given based on multiple data points including benchmark assessments, student work samples and teacher observations.Interventionist provide specific intervention based on student need.	Academic Support Program	08/17/2016	12/01/2017	$100000	Grant Funds	Ray, Smith, Pulliam, Fernandez, classroom teacher

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Response to Intervention-- a committee is set up to actively monitor student progress and make an individual plan for students who fall below proficicency levels according to multiple data points. | Academic Support Program | 10/01/2016 | 12/01/2017 | $2000 | Grant Funds | Ray, Smith, Pulliam, Fernandez, Keeling, Cole, Haggard, Miller, Huggins, classroom teachers |

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500	Grant Funds	Ray, Smith, Fernandez, Connelly

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secure technical assitance from District Curriculum office, Disrict Title I, Area 4 Assistant Superintendent office and KDE for the purpose of identifying effective strategies for reducing novice students and implementing research based tier II instruction. Monitor implementation of strategies through classroom walkthroughs and self-reflection.	Professional Learning	12/08/2016	12/01/2017	$1000	Grant Funds	Ray

Measurable Objective 3:

increase student growth in social studies proficiency (gap) to 51 by 12/01/2017 as measured by KPREP score reporting.

(shared) Strategy 1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored. Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox, iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Activity - Intervention(s)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention(s) are given based on multiple data points including benchmark assessments, student work samples and teacher observations.Interventionist provide specific intervention based on student need.	Academic Support Program	08/17/2016	12/01/2017	$100000	Grant Funds	Ray, Smith, Pulliam, Fernandez, classroom teacher

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Response to Intervention-- a committee is set up to actively monitor student progress and make an individual plan for students who fall below proficicency levels according to multiple data points. | Academic Support Program | 10/01/2016 | 12/01/2017 | $2000 | Grant Funds | Ray, Smith, Pulliam, Fernandez, Keeling, Cole, Haggard, Miller, Huggins, classroom teachers |

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500	Grant Funds	Ray, Smith, Fernandez, Connelly

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secure technical assitance from District Curriculum office, Disrict Title I, Area 4 Assistant Superintendent office and KDE for the purpose of identifying effective strategies for reducing novice students and implementing research based tier II instruction. Monitor implementation of strategies through classroom walkthroughs and self-reflection.	Professional Learning	12/08/2016	12/01/2017	$1000	Grant Funds	Ray

Measurable Objective 4:

increase student growth in writing proficiency (gap) to 43 by 12/01/2017 as measured by KPREP score reporting.

(shared) Strategy 1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored. Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox, iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Activity - Intervention(s)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention(s) are given based on multiple data points including benchmark assessments, student work samples and teacher observations.Interventionist provide specific intervention based on student need.	Academic Support Program	08/17/2016	12/01/2017	$100000	Grant Funds	Ray, Smith, Pulliam, Fernandez, classroom teacher

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| | Academic Support Program | 10/01/2016 | 12/01/2017 | $2000 | Grant Funds | Ray, Smith, Pulliam, Fernandez, Keeling, Cole, Haggard, Miller, Huggins, classroom teachers |

Response to Intervention-- a committee is set up to actively monitor student progress and make an individual plan for students who fall below proficicency levels according to multiple data points.

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500	Grant Funds	Ray, Smith, Fernandez, Connelly

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secure technical assitance from District Curriculum office, Disrict Title I, Area 4 Assistant Superintendent office and KDE for the purpose of identifying effective strategies for reducing novice students and implementing research based tier II instruction. Monitor implementation of strategies through classroom walkthroughs and self-reflection.	Professional Learning	12/08/2016	12/01/2017	$1000	Grant Funds	Ray

Measurable Objective 5:

increase student growth in ECE reading proficiency to 34.6 by 12/01/2017 as measured by KPREP score reporting.

Strategy 1:

Professional Development/Growth - Professional Development related to literacy as it connects to ECE instruction in the co-teaching, resource and special class

settings.

Category: Professional Learning & Support

Activity - Professional Development/Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and assess for effectiveness on those specific areas using curriculum based measures as well as school measures of progress monitoring.	Academic Support Program	08/17/2016	12/01/2017	$0	Other	Ray, Smith, Pulliam, Kumm, Kelsey, Bell, Todd, Pletz, Dale-Quarrles, Ally

Goal 4: Novice Reduction Goal (Gap): By 2020, students in the gap group will be reduced in Novices by 50% in Reading and Math.

Measurable Objective 1:

increase student growth by a 50% reduction in Novice in Reading by 12/01/2020 as measured by KPREP score reporting.

Strategy 1:

Tier III Instruction - Tier III instruction is given by a certified teacher/interventionist in a small group daily for 30 minutes. Instruction is intentional and specific to the

students' needs. Students are closely monitored and regrouped/exited based on progress data.

Category: Continuous Improvement

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery is an early reading, tier III intervention for students in 1st grade who are below benchmark.	Academic Support Program	08/17/2016	12/01/2017	$100000	Grant Funds	Keeling, Cole

Goal 5: Best Practices

Measurable Objective 1:

collaborate to improve teacher perception of school efforts to manage student conduct by 12/01/2017 as measured by PBIS data, SRT data, PRIDE data, Tell Survey and Comprehensive School Survey.

Strategy 1:

Discipline Plan-Management of Student Conduct - A systematic method is in place and aligned to the student code of conduct regarding the implementation of

progressive restorative practices.

Category: Continuous Improvement

Activity - P.R.I.D.E	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are taught the P.R.I.D.E. system and rewarded with "PRICE BUCKS". Once a week names are drawn and rewards are chosen. Students are able to earn individual incentives and class incentives.	Behavioral Support Program	08/17/2016	12/01/2017	$1500	General Fund	Ray, Smith, Kelsey, O'Daniel, Paguada

Activity - Identify and Communicate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Communicate to teachers the new behavior plan and how documentation is collected and recorded. All teachers are trained on P.R.I.D.E., SRT protocol, next steps, and restorative practices. On-going professional development is offered to staff members. | Behavioral Support Program | 08/17/2016 | 12/01/2017 | $600 | General Fund | Ray, Smith, Pulliam, Marks, Boyette, McKinney, Kelsey, O'Daniel |

Activity - Lesson(s) on P.R.I.D.E.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week a P.R.I.D.E. lesson is taught depending on the focus letter for the week. This topic is modeled and integrated in to other content areas.	Behavioral Support Program	10/01/2016	12/01/2017	$1000	General Fund	Ray, Smith, Pulliam, Boyette, McKinney, Paguada, Kelsey, O'Daniel

Measurable Objective 2:

collaborate to identify specific strategies to increase the percentage of distinguished programs by 12/01/2017 as measured by Program Review guide lines.

Strategy 1:

Identify Strategies - Using the Program Review rubric for Arts and Humanities, Practical Living and Writing staff will identify two strategies within each domain to move from a score of a 2 to a 3.

Category: Continuous Improvement

Activity - Program Review Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committee members will identify 1 key strategies scoring a 2 or below from each area of the program review, will establish a plan to move that score to a 3, implement the plan, and monitor its effectiveness.	Academic Support Program	08/17/2016	12/01/2017	$0	No Funding Required	Ray, Smith

Measurable Objective 3:

collaborate to increase Parent Involvement by 12/01/2017 as measured by documentation collected by sign in clerk.

Strategy 1:

Communication - Parents will be provided feeback daily regarding behavior, etc. through school planner and/or school take home folders. Parents will be asked to review the planner, sign it and return it to school the next day. Parent involvement activities will take place throughout the year to help educate and update parents on current educational trends. Notifications to parents are sent out via OneCallNow, email, twitter, school marquee, parent newsletter(s) and parent portal.

Category: Stakeholder Engagement

Activity - Middle School Transition Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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| Parents of 5th grade students are invited to attend an informational meeting regarding middle school transitions. Academic, social and emotional topics are discussed. District personnel, Middle School representatives and school administrators are on hand to answer any questions and help provide a smooth transition to the next level of learning. | Academic Support Program, Career Preparation/Orientation | 12/02/2016 | 12/01/2017 | $1500 | Grant Funds | Ray, Smith, Pulliam, and other personnel |

Activity - Family Night (s)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year the school will host "Family Nights" to encourage parents to be involved in their child's learning experiences. Different content area(s) are integrated to enhance parent/student learning. Upcoming common core standards are discussed and ideas for support shared.	Community Engagement, Academic Support Program	08/17/2016	12/01/2017	$4000	Grant Funds	Ray, Smith, Pulliam, Fernandez, Cole, Keeling, T. Miller and classroom teachers

Activity - Community Input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members are given the opportunity to provide feedback to the school in an effort toward continuous improvement. Surveys are given at the end of parent nights, Comprehensive school survey is given to families every spring, and every other year parents, students and staff are invited to participate in the KYTELLSURVEY. Information from these surveys are reviewed and plans are made for improvement accordingly.	Community Engagement, Behavioral Support Program, Academic Support Program	08/17/2016	12/01/2017	$0	Other	Ray, Smith, Pulliam

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
Walk-through / Monitoring	Walk-throughs are done on a rotating basis to monitor instruction and implementation of the KCAS standards and engagement of students. Feedback will be given for growth and reflection.	Other - Monitoring Implementation	08/17/2016	12/01/2017	$125	Ray, Smith, Fernandez, Milller, Haggard, Huggins
Purchase Material	Purchase material after review process (please include purchase information, such as ISBN# if available)	Academic Support Program	08/17/2016	12/01/2017	$30000	Ray, Smith, committee members
Student Self-Monitoring	Students are taught to self-moitor academic progress on proficiency test and set goals for improvement. Each student selects an area of improvement and uses specific strategies to reach their set goal.	Academic Support Program	10/01/2016	12/01/2017	$500	Ray, Smith, Fernandez, Miller, Haggard, Huggins
Lesson(s) on P.R.I.D.E.	Each week a P.R.I.D.E. lesson is taught depending on the focus letter for the week. This topic is modeled and integrated in to other content areas.	Behavioral Support Program	10/01/2016	12/01/2017	$1000	Ray, Smith, Pulliam, Boyette, McKinney, Paguada, Kelsey, O'Daniel
P.R.I.D.E	Students are taught the P.R.I.D.E. system and rewarded with "PRICE BUCKS". Once a week names are drawn and rewards are chosen. Students are able to earn individual incentives and class incentives.	Behavioral Support Program	08/17/2016	12/01/2017	$1500	Ray, Smith, Kelsey, O'Daniel, Paguada
Identify and Communicate	Communicate to teachers the new behavior plan and how documentation is collected and recorded. All teachers are trained on P.R.I.D.E., SRT protocol, next steps, and restorative practices. On-going professional development is offered to staff members.	Behavioral Support Program	08/17/2016	12/01/2017	$600	Ray, Smith, Pulliam, Marks, Boyette, McKinney, Kelsey, O'Daniel
KCAS Alignment	Teacher will design lesson which are aligned to KCAS. These lesson may be whole group, small group and/or individual depending on the needs of the student(s).	Academic Support Program	08/17/2016	12/01/2017	$1800	Ray, Smith, Fernandez, Classroom teachers
				Total	$35525	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Input	Community members are given the opportunity to provide feedback to the school in an effort toward continuous improvement. Surveys are given at the end of parent nights, Comprehensive school survey is given to families every spring, and every other year parents, students and staff are invited to participate in the KYTELLSURVEY. Information from these surveys are reviewed and plans are made for improvement accordingly.	Community Engagement, Behavioral Support Program, Academic Support Program	08/17/2016	12/01/2017	$0	Ray, Smith, Pulliam
Professional Development/Growth	Implement and assess for effectiveness on those specific areas using curriculum based measures as well as school measures of progress monitoring.	Academic Support Program	08/17/2016	12/01/2017	$0	Ray, Smith, Pulliam, Kumm, Kelsey, Bell, Todd, Pletz, Dale-Quarrles, Ally
Blessings in a backpack	Community members and local establishments donate food to be given to student(s). Every Friday, the Family Resource Center collects backpacks and fills them with the donated food.	Community Engagement	08/17/2016	12/01/2017	$0	Watts
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Components	Committee members will identify 1 key strategies scoring a 2 or below from each area of the program review, will establish a plan to move that score to a 3, implement the plan, and monitor its effectiveness.	Academic Support Program	08/17/2016	12/01/2017	$0	Ray, Smith
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Breakfast in the Classroom	Breakfast is provided for each student to ensure nutrition needs are being met and students are ready to learn. This program supports classroom community with peers and the teacher.	Academic Support Program	08/17/2016	12/01/2017	$0	Ray, Smith, McElroy, Kimble, classroom teachers

Comprehensive School Improvement Plan

Price Elementary

Bellarmine Literacy Project	Teachers in grades K-3 are offered the opportunity to participate in the Bellarmine Literacy Project. Teacher learn up to date best practice techniques of teaching reading. Regular assessments are given to track reading progress and a "Bellarmine Coach" is available to model lesson(s) for teachers.	Academic Support Program	08/17/2016	12/01/2017	$17500	Cole
Technical Assistance	Secure technical assitance from District Curriculum office, Disrict Title I, Area 4 Assistant Superintendent office and KDE for the purpose of identifying effective strategies for reducing novice students and implementing research based tier II instruction. Monitor implementation of strategies through classroom walkthroughs and self-reflection.	Professional Learning	12/08/2016	12/01/2017	$1000	Ray
Extended School Services	Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500	Ray, Smith, Fernandez, Connelly
Family Night (s)	Throughout the year the school will host "Family Nights" to encourage parents to be involved in their child's learning experiences. Different content area(s) are integrated to enhance parent/student learning. Upcoming common core standards are discussed and ideas for support shared.	Community Engagement, Academic Support Program	08/17/2016	12/01/2017	$4000	Ray, Smith, Pulliam, Fernandez, Cole, Keeling, T. Miller and classroom teachers
Professional Development/Growth	Teachers will participate in professional development and Professional Learning Communities (PLCs) to enhance classroom instruction and student achievement. Teachers will use data to monitor student progress/growth.	Academic Support Program	10/01/2016	12/01/2017	$25000	Ray, Smith, Fernandez, Haggard, Huggins, Miller and Teachers.
Reading Recovery	Reading Recovery is an early reading, tier III intervention for students in 1st grade who are below benchmark.	Academic Support Program	08/17/2016	12/01/2017	$100000	Keeling, Cole
Intervention(s)	Intervention(s) are given based on multiple data points including benchmark assessments, student work samples and teacher observations.Interventionist provide specific intervention based on student need.	Academic Support Program	08/17/2016	12/01/2017	$100000	Ray, Smith, Pulliam, Fernandez, classroom teacher
Strategies	Identify two-three strategies of interventions for that focus area that will have a high impact for improvement.	Academic Support Program	10/01/2016	12/01/2017	$5000	Ray, Smith Fernadez, Haggard, Huggins, Miller, and teachers
Math Design Collaborative	Assessment for Learning: Students and teachers use evidence of learning to adapt teaching and learning to meet immediate learning needs minute to minute and day by day.	Academic Support Program	10/01/2016	12/01/2017	$3000	Ray, Smith , Fernandez, haggard, Huggins, Miller, Petti and Collier

Comprehensive School Improvement Plan

Price Elementary

Student Recognition	Students are recognized for attendance, behavior, and academics. Each 9 week cycle students are rewarded with "BRAG TAGS" for perfect attendance, honor roll and improvements. Certificates are given during a grade level assemblies.	Behavioral Support Program	08/17/2016	12/01/2017	$3000	Ray, Smith, Pulliam, Fernandez and classroom teachers
Lesson Plans	Each week lesson plans are posted outside of classroom for review by principal/peers/parents and monitored to make sure grade level standards and objectives are being taught daily.	Academic Support Program	08/17/2016	12/01/2017	$0	Ray, Smith, Fernandez
Technology	Technology is available to every student attending Price Elementary. Each classroom has desktop computers available for student use. Each grade level has an electronic cart containing Nooks and/or ipads to be used at the teachers discretion for academic engagement and support.	Academic Support Program	08/17/2016	12/01/2017	$10000	Ray, Smith, Brownley, Connelly
Middle School Transition Night	Parents of 5th grade students are invited to attend an informational meeting regarding middle school transitions. Academic, social and emotional topics are discussed. District personnel, Middle School representatives and school administrators are on hand to answer any questions and help provide a smooth transition to the next level of learning.	Academic Support Program, Career Preparation/Orientation	12/02/2016	12/01/2017	$1500	Ray, Smith, Pulliam, and other personnel
Fruit and Vegetables	Three days a week a snack of fruits and/or vegetables are provided for each student. This program is to promote healty eating habits.	Academic Support Program	08/17/2016	12/01/2017	$0	Ray, Smith, McElroy, nutrition staff, classroom teachers
Professional Learning Communities	Teachers meet weekly to discuss academic growth of students based on formative and summative assessment data. Enrichment and support groups are formed and monitored for progress.	Academic Support Program	08/17/2016	12/01/2017	$1000	Ray, Smith, Fernandez, Classroom teachers
Response to Intervention	Response to Intervention-- a committee is set up to actively monitor student progress and make an individual plan for students who fall below proficicency levels according to multiple data points.	Academic Support Program	10/01/2016	12/01/2017	$2000	Ray, Smith, Pulliam, Fernandez, Keeling, Cole, Haggard, Miller, Huggins, classroom teachers
				Total	$280500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	All staffing pertaining to meeting cap size requirements is funded through the general fund. Title I funds are not used to supplant personnel in order to meet cap size requirements.	

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Best Practices

Measurable Objective 1:

collaborate to increase Parent Involvement by 12/01/2017 as measured by documentation collected by sign in clerk.

Strategy1:

Communication - Parents will be provided feeback daily regarding behavior, etc. through school planner and/or school take home folders. Parents will be asked to review the planner, sign it and return it to school the next day. Parent involvement activities will take place throughout the year to help educate and update parents on current educational trends. Notifications to parents are sent out via OneCallNow, email, twitter, school marquee, parent newsletter(s) and parent portal.

Category: Stakeholder Engagement

Research Cited:

Activity - Middle School Transition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of 5th grade students are invited to attend an informational meeting regarding middle school transitions. Academic, social and emotional topics are discussed. District personnel, Middle School representatives and school administrators are on hand to answer any questions and help provide a smooth transition to the next level of learning.	Academic Support Program Career Preparation/ Orientation	12/02/2016	12/01/2017	$1500 - Grant Funds	Ray, Smith, Pulliam, and other personnel

Activity - Family Night (s)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year the school will host "Family Nights" to encourage parents to be involved in their child's learning experiences. Different content area(s) are integrated to enhance parent/student learning. Upcoming common core standards are discussed and ideas for support shared.	Community Engagement Academic Support Program	08/17/2016	12/01/2017	$4000 - Grant Funds	Ray, Smith, Pulliam, Fernandez, Cole, Keeling, T. Miller and classroom teachers

Activity - Community Input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community members are given the opportunity to provide feedback to the school in an effort toward continuous improvement. Surveys are given at the end of parent nights, Comprehensive school survey is given to families every spring, and every other year parents, students and staff are invited to participate in the KYTELLSURVEY. Information from these surveys are reviewed and plans are made for improvement accordingly.	Academic Support Program Community Engagement Behavioral Support Program	08/17/2016	12/01/2017	$0 - Other	Ray, Smith, Pulliam

Measurable Objective 2:

collaborate to improve teacher perception of school efforts to manage student conduct by 12/01/2017 as measured by PBIS data, SRT data, PRIDE data, Tell Survey and Comprehensive School Survey.

Strategy1:

Discipline Plan-Management of Student Conduct - A systematic method is in place and aligned to the student code of conduct regarding the implementation of progressive restorative practices.

Category: Continuous Improvement

Research Cited:

Activity - P.R.I.D.E	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are taught the P.R.I.D.E. system and rewarded with "PRICE BUCKS". Once a week names are drawn and rewards are chosen. Students are able to earn individual incentives and class incentives.	Behavioral Support Program	08/17/2016	12/01/2017	$1500 - General Fund	Ray, Smith, Kelsey, O'Daniel, Paguada

Activity - Lesson(s) on P.R.I.D.E.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week a P.R.I.D.E. lesson is taught depending on the focus letter for the week. This topic is modeled and integrated in to other content areas.	Behavioral Support Program	10/01/2016	12/01/2017	$1000 - General Fund	Ray, Smith, Pulliam, Boyette, McKinney, Paguada, Kelsey, O'Daniel

Activity - Identify and Communicate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate to teachers the new behavior plan and how documentation is collected and recorded. All teachers are trained on P.R.I.D.E., SRT protocol, next steps, and restorative practices. On-going professional development is offered to staff members.	Behavioral Support Program	08/17/2016	12/01/2017	$600 - General Fund	Ray, Smith, Pulliam, Marks, Boyette, McKinney, Kelsey, O'Daniel

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

Goal 1:

Proficiency Goal (All): By 2019, student will meet the 2018-2019 delivery targets.

Measurable Objective 1:

increase student growth in math proficiency to 52.4 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Professional Development 2017 - Professional Development related to literacy and mathematics as it connects to ECE instruction in the co-

teaching, resource, and special class settings.

Category: Continuous Improvement

Research Cited:

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment for Learning: Students and teachers use evidence of learning to adapt teaching and learning to meet immediate learning needs minute to minute and day by day.	Academic Support Program	10/01/2016	12/01/2017	$3000 - Grant Funds	Ray, Smith , Fernandez, haggard, Huggins, Miller, Petti and Collier

Measurable Objective 2:

increase student growth in reading proficiency to 53.3 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Student Growth Goals - Students will set growth goals and actively monitor their progress. Accomplishments will be recognized, celebrated

and rewarded. Name and claim those students who are close to achieving next level performance. (novice to apprentice, apprentice to

proficient, proficient to distinguished) choose their area of focus based on the goals and /or service subjects we address.

Category: Stakeholder Engagement

Research Cited:

Activity - Student Self-Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are taught to self-moitor academic progress on proficiency test and set goals for improvement. Each student selects an area of improvement and uses specific strategies to reach their set goal.	Academic Support Program	10/01/2016	12/01/2017	$500 - General Fund	Ray, Smith, Fernandez, Miller, Haggard, Huggins

Strategy2:

Tier I Instruction - Professional Learning & Support will be monitored and implemented by the Instructional Leadership Team (ILT).

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan
Price Elementary

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will design lesson which are aligned to KCAS. These lesson may be whole group, small group and/or individual depending on the needs of the student(s).	Academic Support Program	08/17/2016	12/01/2017	$1800 - General Fund	Ray, Smith, Fernandez, Classroom teachers

Activity - Professional Development/Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development and Professional Learning Communities (PLCs) to enhance classroom instruction and student achievement. Teachers will use data to monitor student progress/growth.	Academic Support Program	10/01/2016	12/01/2017	$25000 - Grant Funds	Ray, Smith, Fernandez, Haggard, Huggins, Miller and Teachers.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly to discuss academic growth of students based on formative and summative assessment data. Enrichment and support groups are formed and monitored for progress.	Academic Support Program	08/17/2016	12/01/2017	$1000 - Grant Funds	Ray, Smith, Fernandez, Classroom teachers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week lesson plans are posted outside of classroom for review by principal/peers/parents and monitored to make sure grade level standards and objectives are being taught daily.	Academic Support Program	08/17/2016	12/01/2017	$0 - Grant Funds	Ray, Smith, Fernandez

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology is available to every student attending Price Elementary. Each classroom has desktop computers available for student use. Each grade level has an electronic cart containing Nooks and/or ipads to be used at the teachers discretion for academic engagement and support.	Academic Support Program	08/17/2016	12/01/2017	$10000 - Grant Funds	Ray, Smith, Brownley, Connelly

Activity - Walk-through / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-throughs are done on a rotating basis to monitor instruction and implementation of the KCAS standards and engagement of students. Feedback will be given for growth and reflection.	Other - Monitoring Implementation	08/17/2016	12/01/2017	$125 - General Fund	Ray, Smith, Fernandez, Milller, Haggard, Huggins

Comprehensive School Improvement Plan

Price Elementary

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 are offered the opportunity to participate in the Bellarmine Literacy Project. Teacher learn up to date best practice techniques of teaching reading. Regular assessments are given to track reading progress and a "Bellarmine Coach" is available to model lesson(s) for teachers.	Academic Support Program	08/17/2016	12/01/2017	$17500 - Grant Funds	Cole

Goal 2:

Proficiency Goal (Gap): By 2019, students will meet the 2018-2019 Gap delivery targets.

Measurable Objective 1:

increase student growth in math proficiency (gap) to 50.8 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored.

Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox,

iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Research Cited:

Activity - Intervention(s)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention(s) are given based on multiple data points including benchmark assessments, student work samples and teacher observations.Interventionist provide specific intervention based on student need.	Academic Support Program	08/17/2016	12/01/2017	$100000 - Grant Funds	Ray, Smith, Pulliam, Fernandez, classroom teacher

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention-- a committee is set up to actively monitor student progress and make an individual plan for students who fall below proficicency levels according to multiple data points.	Academic Support Program	10/01/2016	12/01/2017	$2000 - Grant Funds	Ray, Smith, Pulliam, Fernandez, Keeling, Cole, Haggard, Miller, Huggins, classroom teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500 - Grant Funds	Ray, Smith, Fernandez, Connelly

Measurable Objective 2:

increase student growth in ECE reading proficiency to 34.6 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Professional Development/Growth - Professional Development related to literacy as it connects to ECE instruction in the co-teaching,

resource and special class settings.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development/Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and assess for effectiveness on those specific areas using curriculum based measures as well as school measures of progress monitoring.	Academic Support Program	08/17/2016	12/01/2017	$0 - Other	Ray, Smith, Pulliam, Kumm, Kelsey, Bell, Todd, Pletz, Dale-Quarrles, Ally

Measurable Objective 3:

increase student growth in reading proficiency (gap) to 51.8 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored.

Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox,

iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention-- a committee is set up to actively monitor student progress and make an individual plan for students who fall below proficiency levels according to multiple data points.	Academic Support Program	10/01/2016	12/01/2017	$2000 - Grant Funds	Ray, Smith, Pulliam, Fernandez, Keeling, Cole, Haggard, Miller, Huggins, classroom teachers

Activity - Intervention(s)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention(s) are given based on multiple data points including benchmark assessments, student work samples and teacher observations.Interventionist provide specific intervention based on student need.	Academic Support Program	08/17/2016	12/01/2017	$100000 - Grant Funds	Ray, Smith, Pulliam, Fernandez, classroom teacher

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500 - Grant Funds	Ray, Smith, Fernandez, Connelly

Goal 3:

Novice Reduction Goal (Gap): By 2020, students in the gap group will be reduced in Novices by 50% in Reading and Math.

Measurable Objective 1:

increase student growth by a 50% reduction in Novice in Reading by 12/01/2020 as measured by KPREP score reporting.

Strategy1:

Tier III Instruction - Tier III instruction is given by a certified teacher/interventionist in a small group daily for 30 minutes. Instruction is

intentional and specific to the students' needs. Students are closely monitored and regrouped/exited based on progress data.

Category: Continuous Improvement

Research Cited:

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is an early reading, tier III intervention for students in 1st grade who are below benchmark.	Academic Support Program	08/17/2016	12/01/2017	$100000 - Grant Funds	Keeling, Cole

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

Goal 1:

Proficiency Goal (All): By 2019, student will meet the 2018-2019 delivery targets.

Measurable Objective 1:

increase student growth in reading proficiency to 53.3 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Kindergarten Readiness - Price Elementary host a Kindergarten Readiness camp in July to help prepare kindergarten students to their new

school environement. During this time students are screened using the Brigance Screener.

Category: Early Learning

Research Cited:

Activity - Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify two-three strategies of interventions for that focus area that will have a high impact for improvement.	Academic Support Program	10/01/2016	12/01/2017	$5000 - Grant Funds	Ray, Smith Fernadez, Haggard, Huggins, Miller, and teachers

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

Goal 1:

Proficiency Goal (All): By 2019, student will meet the 2018-2019 delivery targets.

Measurable Objective 1:

increase student growth in reading proficiency to 53.3 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Kindergarten Readiness - Price Elementary host a Kindergarten Readiness camp in July to help prepare kindergarten students to their new school environement. During this time students are screened using the Brigance Screener.

Category: Early Learning

Research Cited:

Activity - Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify two-three strategies of interventions for that focus area that will have a high impact for improvement.	Academic Support Program	10/01/2016	12/01/2017	$5000 - Grant Funds	Ray, Smith Fernadez, Haggard, Huggins, Miller, and teachers

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

Goal 1:

Proficiency Goal (All): By 2019, student will meet the 2018-2019 delivery targets.

Measurable Objective 1:

increase student growth in reading proficiency to 53.3 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier I Instruction - Professional Learning & Support will be monitored and implemented by the Instructional Leadership Team (ILT).

Category: Professional Learning & Support

Research Cited:

Activity - KCAS Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will design lesson which are aligned to KCAS. These lesson may be whole group, small group and/or individual depending on the needs of the student(s).	Academic Support Program	08/17/2016	12/01/2017	$1800 - General Fund	Ray, Smith, Fernandez, Classroom teachers

Activity - Walk-through / Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walk-throughs are done on a rotating basis to monitor instruction and implementation of the KCAS standards and engagement of students. Feedback will be given for growth and reflection.	Other - Monitoring Implementation	08/17/2016	12/01/2017	$125 - General Fund	Ray, Smith, Fernandez, Milller, Haggard, Huggins

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each week lesson plans are posted outside of classroom for review by principal/peers/parents and monitored to make sure grade level standards and objectives are being taught daily.	Academic Support Program	08/17/2016	12/01/2017	$0 - Grant Funds	Ray, Smith, Fernandez

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 are offered the opportunity to participate in the Bellarmine Literacy Project. Teacher learn up to date best practice techniques of teaching reading. Regular assessments are given to track reading progress and a "Bellarmine Coach" is available to model lesson(s) for teachers.	Academic Support Program	08/17/2016	12/01/2017	$17500 - Grant Funds	Cole

Goal 2:

Proficiency Goal (Gap): By 2019, students will meet the 2018-2019 Gap delivery targets.

Measurable Objective 1:

increase student growth in math proficiency (gap) to 50.8 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored.

Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox,

iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500 - Grant Funds	Ray, Smith, Fernandez, Connelly

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secure technical assitance from District Curriculum office, Disrict Title I, Area 4 Assistant Superintendent office and KDE for the purpose of identifying effective strategies for reducing novice students and implementing research based tier II instruction. Monitor implementation of strategies through classroom walkthroughs and self-reflection.	Professional Learning	12/08/2016	12/01/2017	$1000 - Grant Funds	Ray

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention-- a committee is set up to actively monitor student progress and make an individual plan for students who fall below proficiency levels according to multiple data points.	Academic Support Program	10/01/2016	12/01/2017	$2000 - Grant Funds	Ray, Smith, Pulliam, Fernandez, Keeling, Cole, Haggard, Miller, Huggins, classroom teachers

Activity - Intervention(s)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention(s) are given based on multiple data points including benchmark assessments, student work samples and teacher observations.Interventionist provide specific intervention based on student need.	Academic Support Program	08/17/2016	12/01/2017	$100000 - Grant Funds	Ray, Smith, Pulliam, Fernandez, classroom teacher

Measurable Objective 2:

increase student growth in reading proficiency (gap) to 51.8 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored.

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Category: Continuous Improvement

Research Cited:

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is an early reading, tier III intervention for students in 1st grade who are below benchmark.	Academic Support Program	08/17/2016	12/01/2017	$100000 - Grant Funds	Keeling, Cole

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Proficiency Goal (All): By 2019, student will meet the 2018-2019 delivery targets.

Measurable Objective 1:

increase student growth in reading proficiency to 53.3 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier I Instruction - Professional Learning & Support will be monitored and implemented by the Instructional Leadership Team (ILT).

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly to discuss academic growth of students based on formative and summative assessment data. Enrichment and support groups are formed and monitored for progress.	Academic Support Program	08/17/2016	12/01/2017	$1000 - Grant Funds	Ray, Smith, Fernandez, Classroom teachers

Strategy2:

Student Growth Goals - Students will set growth goals and actively monitor their progress. Accomplishments will be recognized, celebrated and rewarded. Name and claim those students who are close to achieving next level performance. (novice to apprentice, apprentice to proficient, proficient to distinguished) choose their area of focus based on the goals and /or service subjects we address.

Category: Stakeholder Engagement

Research Cited:

Activity - Student Self-Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are taught to self-moitor academic progress on proficiency test and set goals for improvement. Each student selects an area of improvement and uses specific strategies to reach their set goal.	Academic Support Program	10/01/2016	12/01/2017	$500 - General Fund	Ray, Smith, Fernandez, Miller, Haggard, Huggins

Goal 2:

Proficiency Goal (Gap): By 2019, students will meet the 2018-2019 Gap delivery targets.

Measurable Objective 1:

increase student growth in math proficiency (gap) to 50.8 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

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Category: Continuous Improvement

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Extended School Service provides academic services for students who are not meeting grade-evel benchmarks in reading and/or math. These support services are offered before, during and after school.	Academic Support Program	01/01/2017	12/01/2017	$7500 - Grant Funds	Ray, Smith, Fernandez, Connelly

Measurable Objective 2:

increase student growth in reading proficiency (gap) to 51.8 by 12/01/2017 as measured by KPREP score reporting.

Strategy1:

Tier II Instruction - Intervention(s) for Tier II students will be given by the classroom teacher. Interventions are reseach based and monitored. Tier II intervention is implemented using these methods: small group, PRIDE time, Great Leaps, Extended School Services, dreambox, iready and lexiacore5. Progress is monitored through graphing results, reports, district proficiencies, MAP and DIEBLS testing.

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Strategy1:

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Reading Recovery is an early reading, tier III intervention for students in 1st grade who are below benchmark.	Academic Support Program	08/17/2016	12/01/2017	$100000 - Grant Funds	Keeling, Cole

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Best Practices

Measurable Objective 1:

collaborate to identify specific strategies to increase the percentage of distinguished programs by 12/01/2017 as measured by Program Review guide lines.

Strategy1:

Identify Strategies - Using the Program Review rubric for Arts and Humanities, Practical Living and Writing staff will identify two strategies within each domain to move from a score of a 2 to a 3.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will identify 1 key strategies scoring a 2 or below from each area of the program review, will establish a plan to move that score to a 3, implement the plan, and monitor its effectiveness.	Academic Support Program	08/17/2016	12/01/2017	$0 - No Funding Required	Ray, Smith

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?

Sarah J. Price Elementary School opened it's doors in 1969. Price is located in the heart of the Newburg Community between Newburg Road and Preston Highway. Price Elementary services 440 students each day. Being a Title 1 school, we educate a diverse population with approximately 14 percent receiving ELL services, and with 87 % receiving free and reduced lunch. To serve our population, we participate in the Blessings in a Backpack Program, Breakfast in the Classroom and the Healthy Fruits and Vegetable Program. Our staff consists of classroom teachers, special area teachers, interventionists, English Language Learner specialists, Exceptional Childhood Education teachers, a success coach, a Family Resource Coordinator, and an administrative team consisting of principal, assistant principal and a school counselor who work together to meet the needs of our students every day.

Price Elementary's student body is diverse with 15% White, 59% African American, 19% Hispanic, 2.5% Asian, and 8% who identified themselves as "other". Price's free and reduced lunch population is 90.9%, and we have a mobility index of 12.8%. Price has 15.5% ECE students with 6 ECE teachers (3 self-contained and 3 resource). Our ESL population had 87 active student speaking 7 various languages. Although, there are many challenges due to poverty, free and reduced lunch, and unemployment, the Price staff does not allow these factors to interfere with high expectations for student learning. Our staff consists of classroom teachers, special area teachers, interventionists, English Language Learner specialists, Exceptional Childhood Education teachers, a success coach, a Family Resource Coordinator, and an administrative team consisting of principal, assistant principal, goal clarity coach and a school counselor who work together to meet the needs of our students every day.

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.

Mission: To educate and nurture today's young talent to become tomorrow's visual artists in an environment where creativity and imagination are evidenced daily through the integration of the visual arts in the classroom and where each child's success is enhanced by the school's rich diversity and understanding of the creative spirit.

Vision: Price Elementary School is a nurturing, caring community where staff members and students are committed to life-long learning ensuring that all students believe and achieve.

Price offers the Visual Arts Magnet Program, so our students are regularly provided with many opportunities to experience and work with art. A large part of our Visual Arts Program involves integrating art into the regular classroom. Students are afforded the opportunity to engage in art through integration in the content area. Price is a Visual Arts Magnet Program committed to Excellence in Education. The Visual Arts Magnet Program engages students in learning by focusing on their interests in the arts . This includes artists in residents, school wide art contests and integration of arts in the content areas. Price offers an Advanced Program (4th and 5th) and Primary Talent Pool for grades 1 through 3..

A walk through our classrooms will reveal a dedicated and professional staff that has high expectations for themselves and their students. Our teachers are committed to their own professional growth and learning, they are skilled at what they do, and they combine this skill with a love for teaching and for children. Helping children become life-long learners is a goal toward which we continually strive by instilling a strong desire to learn in our students.

Guided reading, writing workshops, inquiry-based science and mathematics, and hands-on learning are key components of our program and provide our students with opportunities to demonstrate the competencies needed to contribute and to succeed in a changing world.

There are specialized programs available at Price that are specifically tailored to the students' educational needs. These programs include: English as a Second Language (ESL), Advance Preparatory Classes, Exceptional Childhood Education (ECE), Extra school services (ESS), and Reading Recovery (R.R). The Family Resource Center on site, works to improve student achievement through the removal of barriers that affect student achievement by facilitating family connections with beneficial community resources.

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.

Our attendance rate is 96% ; 1.4% higher than district and 1% higher than the state.

Non-Academic Art Awards:

2 Winners in the JCTA Diversity Arts Contest

1 Winner of the Great School Community Writing Contest

Multiple finalists/winners (each year) in the MLK,Jr. writing contest.

Authors who have visited Price Elementary: Angie Spady, Roberta Simpson Brown, Shannon Gambill, Tim Ostermeyer, David Titus-stringman.

In the next three years Price Elementary is striving to meet and exceed the AMO set by the state in all academic areas. Specifically, the number of ECE students scoring Proficient and Distinguished in reading as well as decreasing the number of novice students in reading and math.

Additional Information

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

Price has been recognized as a National PTA School of Excellence.