



# **KDE Comprehensive School Improvement Plan**

Pride Elementary School

Hopkins County

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Madisonville, KY 42431

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Pride Elementary is located in the northwest section of Madisonville, Kentucky and has an enrollment of 478 students in grades kindergarten through fifth grade. Pride Elementary has an energetic, dedicated faculty and staff that includes 19 highly qualified classroom teachers, a full time guidance counselor, a full time curriculum specialist, seven resource teachers, a library-media specialist, full time physical education teacher, a part time Fine Arts teacher, two Speech-Language Pathologists, and a full time Family Resource Coordinator, and a Title 1 certified teacher. Our faculty is strengthened by a support staff of two secretaries and twelve classified instructional assistants. Five cafeteria workers and three custodians complete the school team.

Pride Elementary has an active PTA organization comprised of approximately 100 parents and teachers who meet regularly throughout the year.

Pride Elementary has a diverse school population with several subgroups recognized by the federal government. Attendance rates for the school are currently 95.5%. There is a 56% free/reduced lunch rate. Student demographics include 70% Caucasian, 15% African-American, 6% Hispanic, and 9% other.



## **School's Purpose**

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

The mission of Pride Elementary is: Through teamwork we provide opportunities, encouragement, and support for success for all students that go beyond the skills to touch students for life. Pride Elementary staff works diligently to support and develop the whole child.

Students have multiple opportunities to participate in programs that foster academic, social, and artistic competence. Programs include Dream Weaver's Art Academy, Courtyard of Curiosity, Chorus, Future Stars, Big Brothers/Big Sisters, and 4-H. Camp Pride is available as a help to parents for after school childcare. Pride Elementary offers Title I services to all students. The school is further strengthened by its partnership with the Kentucky Center for Instructional Discipline

## **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.**

Pride Elementary has met and exceeded the goal set in the 2013-2014 school year. The school obtained a DISTINGUISHED, high performing, high progressing school rating on this KPREP cycle. Additionally, Pride was in the top 10 schools that made the greatest growth from 2012-13 cycle to 2013-14.

Pride Elementary has received numerous grants throughout the last few years. These grants have ranged in award value from \$2000 to \$8,000. Currently, Pride students are benefitting from a wellness grant, which is the existing funding for monthly family nights that promote wellness activities that foster a strong school-to-home connection while educating families on the importance of health and wellness. All grants serve as a stepping stone in aiding teachers to move student achievement forward toward our goal of proficiency. In an effort to continually improve instruction, teachers will begin using the CIITS program as well as working closely with state, district, and school administration.

## **Additional Information**

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

Pride Elementary truly offers programming for students that addresses the whole child. We take "pride" in accepting the strengths and weaknesses of gifted, average, and exceptional children. Both stated above are passionate goals of the Pride family. One Team, One Dream was the selected motto associated with the inception and rebirth of a devoted staff approximately seven years ago. A strong thread denoted as a focus of high performing schools was culture. Today, Pride Elementary is pleased to share a strong, inviting, and supportive culture for all students, families, and stakeholders

# **2014-2015 Pride Elementary CSIP**

## **Overview**

### **Plan Name**

2014-2015 Pride Elementary CSIP

### **Plan Description**

2014-2015 CSIP

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary students from 44% to 72% in 2017.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$2000
2	All entering Kindergarten students at Pride Elementary will be administered a school readiness/early learning screener.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
3	Increase the average combined reading and math proficiency ratings from 33% in 2012 to 66.5% in 2017.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$2000
4	Pride Elementary will utilize KYCID (PBIS) to meet the goal of 80% with 0-1 referrals, 15% or less with 2-5 referrals, and 5% or less with 6 + referrals.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Increase the reading and math KPREP scores for third grade students from 64% to 67.2% for reading and 58% to 60.9% in 2015 as measured by KPREP.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$2000
6	Pride Elementary will complete program reviews in the following areas: Arts and Humanities, Practical Living/Career Studies, Writing, and K-3 Primary Program.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
7	Increase the overall effectiveness of teachers in 2014-2015.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
8	Increase the overall effectiveness of principals in 2014-2015.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

## Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary students from 44% to 72% in 2017.

### Measurable Objective 1:

A 3% increase of Third, Fourth and Fifth grade students will collaborate to increase the overall score for Pride Elementary from 78.4 to 80.75 in Reading by 06/05/2015 as measured by K-PREP.

### Strategy 1:

Literacy Initiative - All teachers will be trained on the usage, planning, and implementation of bell ringer activities for English/Language Arts. All teachers will work with targeted students to set individual learning goals to foster growth towards proficiency in ELA.

Category: Learning Systems

Activity - Great Educators--Common Core Standards Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in bellringer activities in ELA each day that lend themselves to standards based instruction for the new KCAS.	Direct Instruction	08/11/2014	05/29/2015	\$1000	Title I Schoolwide	All classroom teachers Stacey Snyder, Curriculum Specialist Kristy Saint, Principal
Activity - MAP Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based upon MAP RIT scores for Reading. KASC Map data tool will be utilized each testing cycle and reported to leadership team. The leadership team will make use of the data to complete the school data tool.	Other	09/01/2014	04/01/2015	\$0	No Funding Required	All classroom teachers; Kristy Saint, Principal
Activity - Fresh Reads of Expository Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to complete a "fresh read" of an expository text on a weekly basis. This will allow teachers to determine student improvement in reading and their ability to pace themselves in a timed setting similar to K-PREP performance items. This will increase fluency on district fluency assessments and thus impact reading abilities for all students.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	All Classroom Teachers; Kristy Saint, Principal

### Strategy 2:

Kentucky System of Intervention/Response to Intervention - Students will be identified based upon scores from MAP testing to determine deficit areas in reading.

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Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Monitoring will take place weekly using research based probes and the progress data will be recorded and reviewed weekly.

Category: Learning Systems

Research Cited: Stacey Snyder, Curriculum Specialist; all classroom teachers; Shannon Bowles, Guidance Counselor

Activity - RTI/Kentucky System of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified and instructed based upon determined deficits and progress monitored weekly or bi-weekly as necessary.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Stacey Snyder, Curriculum Specialist; All Classroom Teachers; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

**Measurable Objective 2:**

A 2% increase of Third, Fourth and Fifth grade students will collaborate to increase the overall score for Pride Elementary from 83.6 to 85.27 in Mathematics by 06/05/2015 as measured by K-PREP.

**Strategy 1:**

Math Initiative - Students will be given multiple opportunities for practice, skill building, and depth of understanding of mathematical content as defined by KCAS.

Category: Learning Systems

Activity - Great Educators--Common Core State Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in daily opportunities to reinforce KCAS thru the use of bellringer activities.	Direct Instruction	08/11/2014	05/29/2015	\$1000	Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - MAP Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet with each student to determine appropriate goals for growth in math for MAP test, which centers around CCSS. Teachers will complete the KASC MAP Data tool each testing cycle and the leadership team will make use of this data to complete the MAP data tool for the school.	Other	09/01/2014	04/01/2015	\$0	No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal
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**Strategy 2:**

Kentucky System of Intervention/Response to Intervention (KSI/RTI) - Students are identified through MAP testing with specific deficits in the area of math. Students are provided with small group/individual instruction on the identified deficit areas and monitored using research based measures. Data is collected and monitored on a weekly or bi-weekly basis.

Category: Learning Systems

Activity - RTI/Kentucky Systems of Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified, receive instruction on deficit areas, and monitored on a weekly basis to determine growth and improvement in mathematical skills.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

**Goal 2: All entering Kindergarten students at Pride Elementary will be administered a school readiness/early learning screener.**

**Measurable Objective 1:**

collaborate to ensure 100% of entering Kindergarten students receive the Brigance Early Learning Screen and receive necessary remediation directed at the screening results by 10/01/2014 as measured by Brigance screening results and progress monitoring reflecting 100% participation..

**Strategy 1:**

School Readiness and Early Learning - Students will be screened upon entering Kindergarten to determine readiness in five developmental areas: approaches to learning; health and physical well-being; lanuguage and communication development; social/emotional development; and cognitive/general knowledge.

Category: Early Learning

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, letter recognition (upper and lower).	Other	08/11/2014	10/01/2014	\$1000	State Funds	All Kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal; Title I Personnel

Activity - Brigance Early Learning Activities for Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below normal limits in any area shall receive interventions from the classroom teacher. These interventions are completed and monitored on a weekly basis.	Direct Instruction	10/01/2014	05/29/2015	\$0	No Funding Required	All kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

**Goal 3: Increase the average combined reading and math proficiency ratings from 33% in 2012 to 66.5% in 2017.**

**Measurable Objective 1:**

A 9% increase of Third, Fourth and Fifth grade students will collaborate to increase the average combined proficiency ratings for all students in the non duplicated gap group from 57.4 to 62.6 in Reading by 06/05/2015 as measured by K-PREP.

**Strategy 1:**

Best Practices & Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for ELA. These skills/activities will help students

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to become proficient in reading and writing and possess advanced literacy skills while improving student outcomes and effective closing of gaps.

Category: Continuous Improvement

Activity - Great Educators--Common Core State Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS ELA standards.	Direct Instruction	08/11/2014	05/29/2015	\$1000	Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Whole Brain Multiple Choice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Administrative Team/Mentor/Student Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program	11/10/2014	04/15/2015	\$0	No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Consultant; Title I Staff

**Measurable Objective 2:**

A 10% increase of Third, Fourth and Fifth grade students will collaborate to increase the average proficiency rating for all students in the non-duplicated gap group from 51.3 to 56.4 in Mathematics by 06/05/2015 as measured by K-PREP.

**Strategy 1:**

Best Practices and Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for Math. These skills/activities will help students to become proficient in mathematic skills while improving student outcomes and effectively closing of gaps.

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Category: Continuous Improvement

Activity - Great Educators--Common Core State Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS Math standards.	Direct Instruction	08/11/2014	05/29/2015	\$1000	Title I Schoolwide	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Activity - Whole Brain Multiple Choice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Activity - Administrative Team/Mentor/Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program	11/10/2014	04/15/2015	\$0	No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Specialist

**Goal 4: Pride Elementary will utilize KYCID (PBIS) to meet the goal of 80% with 0-1 referrals, 15% or less with 2-5 referrals, and 5% or less with 6 + referrals.**

**Measurable Objective 1:**

collaborate to reduce the number of office referrals and meet fidelity monitored monthly by the universal team (Tier I) by 06/05/2015 as measured by SWIS data.

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**Strategy 1:**

Kentucky Center for Instructional Discipline - Students are provided universal instruction and support regarding behavioral expectations school wide and in the classroom setting. Additionally, when student behavior is exhibited that meet flagging criteria for behavioral intervention, KYCID team will implement planned intervention and support based upon individual needs.

Category: Learning Systems

Activity - Tier I--Universal Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instruct students on expectations using CHAMPS that cover classroom and school wide expectations.	Direct Instruction	08/06/2014	05/29/2015	\$0	No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor/KY CID Building Coach; Rhonda Gordon, Special Education Teacher/KYCID Building Coach; Tammy Davis, SOS/SWIS data collector/coach; District PBIS Coach; Shannon Brumfield-parent
Activity - Tier 2--Targeted Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Students that meet designated flagging criteria set by Pride Elementary are discussed in monthly meetings. Appropriate plans of action that meet individual student needs are written and implemented with necessary staff. Ongoing progress monitoring and plan revisions are made as necessary.</p>	<p>Behavioral Support Program</p>	<p>09/17/2014</p>	<p>05/29/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Kristy Saint, Principal; Shannon Bowles, Guidance Counselor/KY CID Building Coach; Rhonda Gordon, Special Education Teacher/KYCID Building Coach; Tammy Davis, SOS/SWIS coach; District PBIS Coach; Shannon Brumfield-parent rep; Amanda Crick-district rep</p>
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**Goal 5: Increase the reading and math KPREP scores for third grade students from 64% to 67.2% for reading and 58% to 60.9% in 2015 as measured by KPREP.**

**Measurable Objective 1:**

A 5% increase of Third grade students will collaborate to increase the overall reading proficiency score from 64% to 67.2% in Reading by 06/05/2015 as measured by KPREP.

**Strategy 1:**

Best Practices and Sustainability - Teachers will utilize strategies throughout the primary grades to effectively close the gaps within instruction at each level which will ultimately aid in improving student outcomes on the KPREP assessment.

Category:

Activity - Fresh Read of Expository Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in primary grades will be provided opportunities for a fresh read of expository text to aid in increasing fluency and pacing that is linked to KPREP expectations.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	All classroom teachers; Kristy Saint, Principal
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Activity - Great Educators--Common Core State Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given daily bellringer activities that enhance instruction and provide additional practice of ELA skills.	Direct Instruction	08/11/2014	05/29/2015	\$1000	Title I Schoolwide	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Pacing Guide/Program Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level teams to review district instructional pacing guides and align current reading program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

### Measurable Objective 2:

5% of Third grade students will collaborate to increase the overall math proficiency score from 58% to 60.9% in Mathematics by 06/05/2015 as measured by K-PREP.

### Strategy 1:

Best Practices and Sustainability - Teachers will utilize strategies throughout the primary grades to effectively close the gaps within instruction at each level which will ultimately aid in improving student outcomes on the KPREP assessment.

Category:

Activity - Great Educators--Common Core State Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given daily bellringer activities that enhance instruction and provide additional practice of math skills.	Direct Instruction	08/11/2014	05/29/2015	\$1000	Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

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Activity - Pacing Guides/Program Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level teams to review district instructional pacing guides and align current math program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

## Goal 6: Pride Elementary will complete program reviews in the following areas: Arts and Humanities, Practical Living/Career Studies, Writing, and K-3 Primary Program.

**Measurable Objective 1:**

collaborate to complete program reviews using checklists and rubrics to determine effectiveness in elementary programs by 05/29/2015 as measured by KDE program review rubrics.

**Strategy 1:**

Collection and Use of Data for School Improvement: Program Reviews - Teams of teachers will complete rubrics designed by Kentucky Department of Education to determine effectiveness of programs utilized in the content areas of arts and humanities, writing, practical living/career studies, and primary program K-3. Teachers will be in constant review of the progress in each program area and the impact on the quality of teaching and learning.

Category: Learning Systems

Activity - Arts and Humanities PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as a PLC to review rubric for Arts and Humanities program review, gather evidence, and report updates to SBDM on a trimester basis.	Professional Learning	08/04/2014	05/29/2015	\$0	No Funding Required	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Writing PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work as a PLC to review rubric for Writing program review, gather evidence, and report to SBDM updates per trimester.	Professional Learning	08/04/2014	05/29/2015	\$0	No Funding Required	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
<b>Activity - Practical Living/Career Studies PLC</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will work as a PLC to review rubric for Practical Living/Career Studies program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning	08/04/2014	05/29/2015	\$0	No Funding Required	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
<b>Activity - K-3 Primary Program PLC</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will work as a PLC to review rubric for K-3 Primary program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning	08/04/2014	05/29/2015	\$0	No Funding Required	All primary teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

## Goal 7: Increase the overall effectiveness of teachers in 2014-2015.

### Measurable Objective 1:

collaborate to implement the Professional Growth and Evaluation System thus increasing teacher effectiveness by 06/05/2015 as measured by TPGES.

### Strategy 1:

Professional Growth and Effectiveness System - Teachers will develop a professional growth plan, establish student growth goals, complete a self-reflection, utilize student voice survey, and have observations by the administrative team. Together this documentation will provide evidence of teacher effectiveness.

Category: Teacher PGES

<b>Activity - Building Level Mentors</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Each teacher will be paired with another teacher within the building to observe, share ideas, and foster relationship building. These will be "building buddies".	Professional Learning	08/06/2014	06/05/2015	\$0	No Funding Required	Saint, Snyder, all teachers

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Activity - PLCs and PAC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of grade level PLCs and the PAC to foster communication and disaggregation of data.	Professional Learning	08/04/2014	06/05/2015	\$0	No Funding Required	Saint, Snyder, Bowles, Team Leaders, and all Teachers
Activity - Training for teachers in the use of CIITS.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional focus on the Educator Development Suite and PD360	Professional Learning	08/04/2014	06/05/2015	\$0	No Funding Required	Saint, Snyder, all Teachers
Activity - Implementation and Monitor Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement and monitor student growth goals based on student needs to drive instruction.	Professional Learning	08/04/2014	06/05/2015	\$0	No Funding Required	Saint, Snyder, Bowles, and all Teachers

**Goal 8: Increase the overall effectiveness of principals in 2014-2015.****Measurable Objective 1:**

collaborate to implement the Professional Growth and Evaluation System thus increasing principal effectiveness by 06/05/2015 as measured by PPGES to include self-reflection, observations, and growth plan.

**Strategy 1:**

Implementation of PPGES - The principal will collaborate with the district support team and other administrators to implement PPGES through data from the TELL Kentucky Survey and the collection and use of student data

Category: Principal PGES

Activity - Monitor Student Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the implementation of the core reading program and KSI the percent of proficient and distinguished readers will increase. Analyze data to include KPREP, MAP, and Common Assessments.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Saint, Snyder, Bowles, Classroom Teachers
Activity - Collaborate with District Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has assigned a support coach to assist the principal with all aspects of being a principal. The coach will participate in PAC meetings and will provide coaching sessions as needed.	Professional Learning	08/04/2014	05/29/2015	\$0	No Funding Required	Saint, Zellich, Ashby, Luttrell, Griffey

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Activity - Monitor the Implementation of the Working Conditions Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work to incorporate time available to allow teachers to collaborate with colleagues through established no meeting Monday, effective PLC practices, PAC, and building level mentors. This will foster a positive and productive working environment.	Professional Learning	08/11/2014	06/05/2015	\$0	No Funding Required	Saint, Bowles, & Snyder
Activity - Utilization of data to accomplish the professional growth goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize data disaggregation tools and strategies to determine gaps in curricular areas. Identify GAP students and implement high yield continuous improvement strategies. Track student data with a monitoring tool.	Professional Learning	08/04/2014	06/05/2015	\$0	No Funding Required	Saint, Bowles, Snyder, Willett, Luttrell

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Great Educators--Common Core State Bellringers	Students will be given daily bellringer activities that enhance instruction and provide additional practice of ELA skills.	Direct Instruction	08/11/2014	05/29/2015	\$1000	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Great Educators--Common Core State Bellringers	Students will be given daily bellringer activities that enhance instruction and provide additional practice of math skills.	Direct Instruction	08/11/2014	05/29/2015	\$1000	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Great Educators--Common Core State Bellringers	Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS ELA standards.	Direct Instruction	08/11/2014	05/29/2015	\$1000	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Great Educators--Common Core State Bellringers	Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS Math standards.	Direct Instruction	08/11/2014	05/29/2015	\$1000	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

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Great Educators--Common Core State Bellringers	Students will participate in daily opportunities to reinforce KCAS thru the use of bellringer activities.	Direct Instruction	08/11/2014	05/29/2015	\$1000	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Great Educators--Common Core Standards Bellringers	Students will participate in bellringer activities in ELA each day that lend themselves to standards based instruction for the new KCAS.	Direct Instruction	08/11/2014	05/29/2015	\$1000	All classroom teachers Stacey Snyder, Curriculum Specialist Kristy Saint, Principal
<b>Total</b>					<b>\$6000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Early Learning Activities for Intervention	Students scoring below normal limits in any area shall receive interventions from the classroom teacher. These interventions are completed and monitored on a weekly basis.	Direct Instruction	10/01/2014	05/29/2015	\$0	All kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
K-3 Primary Program PLC	Teachers will work as a PLC to review rubric for K-3 Primary program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning	08/04/2014	05/29/2015	\$0	All primary teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Building Level Mentors	Each teacher will be paired with another teacher within the building to observe, share ideas, and foster relationship building. These will be "building buddies".	Professional Learning	08/06/2014	06/05/2015	\$0	Saint, Snyder, all teachers

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Whole Brain Multiple Choice	Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction	08/11/2014	05/29/2015	\$0	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
MAP Goal Setting	Teachers will meet with each student to determine appropriate goals for growth in math for MAP test, which centers around CCSS. Teachers will complete the KASC MAP Data tool each testing cycle and the leadership team will make use of this data to complete the MAP data tool for the school.	Other	09/01/2014	04/01/2015	\$0	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal
RTI/Kentucky Systems of Intervention	Students are identified, receive instruction on deficit areas, and monitored on a weekly basis to determine growth and improvement in mathematical skills.	Academic Support Program	08/11/2014	05/29/2015	\$0	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal
Administrative Team/Mentor/Student Conferences	Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program	11/10/2014	04/15/2015	\$0	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Specialist

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Tier 2--Targeted Team	Students that meet designated flagging criteria set by Pride Elementary are discussed in monthly meetings. Appropriate plans of action that meet individual student needs are written and implemented with necessary staff. Ongoing progress monitoring and plan revisions are made as necessary.	Behavioral Support Program	09/17/2014	05/29/2015	\$0	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor/KY CID Building Coach; Rhonda Gordon, Special Education Teacher/KYCI D Building Coach; Tammy Davis, SOS/SWIS coach; District PBIS Coach; Shannon Brumfield-parent rep; Amanda Crick-district rep
Monitor Student Growth Goal	Through the implementation of the core reading program and KSI the percent of proficient and distinguished readers will increase. Analyze data to include KPREP, MAP, and Common Assessments.	Academic Support Program	08/11/2014	05/29/2015	\$0	Saint, Snyder, Bowles, Classroom Teachers
MAP Goal Setting	Teachers will conference with each student and set goals for achievement and growth based upon MAP RIT scores for Reading. KASC Map data tool will be utilized each testing cycle and reported to leadership team. The leadership team will make use of the data to complete the school data tool.	Other	09/01/2014	04/01/2015	\$0	All classroom teachers; Kristy Saint, Principal
Implementation and Monitor Student Growth Goals	Teachers will implement and monitor student growth goals based on student needs to drive instruction.	Professional Learning	08/04/2014	06/05/2015	\$0	Saint, Snyder, Bowles, and all Teachers
Practical Living/Career Studies PLC	Teachers will work as a PLC to review rubric for Practical Living/Career Studies program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning	08/04/2014	05/29/2015	\$0	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

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Pacing Guide/Program Alignment	Teachers will work in grade level teams to review district instructional pacing guides and align current reading program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning	08/11/2014	05/29/2015	\$0	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Training for teachers in the use of CIITS.	Intentional focus on the Educator Development Suite and PD360	Professional Learning	08/04/2014	06/05/2015	\$0	Saint, Snyder, all Teachers
Collaborate with District Coach	The district has assigned a support coach to assist the principal with all aspects of being a principal. The coach will participate in PAC meetings and will provide coaching sessions as needed.	Professional Learning	08/04/2014	05/29/2015	\$0	Saint, Zellich, Ashby, Luttrell, Griffey
Whole Brain Multiple Choice	Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction	08/11/2014	05/29/2015	\$0	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Pacing Guides/Program Alignment	Teachers will work in grade level teams to review district instructional pacing guides and align current math program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning	08/11/2014	05/29/2015	\$0	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Arts and Humanities PLC	Teachers will work as a PLC to review rubric for Arts and Humanities program review, gather evidence, and report updates to SBDM on a trimester basis.	Professional Learning	08/04/2014	05/29/2015	\$0	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
Utilization of data to accomplish the professional growth goal	Utilize data disaggregation tools and strategies to determine gaps in curricular areas. Identify GAP students and implement high yield continuous improvement strategies. Track student data with a monitoring tool.	Professional Learning	08/04/2014	06/05/2015	\$0	Saint, Bowles, Snyder, Willett, Luttrell
Fresh Read of Expository Text	Students in primary grades will be provided opportunities for a fresh read of expository text to aid in increasing fluency and pacing that is linked to KPREP expectations.	Direct Instruction	08/11/2014	05/29/2015	\$0	All classroom teachers; Kristy Saint, Principal



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Tier I--Universal Instruction	Teachers instruct students on expectations using CHAMPS that cover classroom and school wide expectations.	Direct Instruction	08/06/2014	05/29/2015	\$0	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor/KY CID Building Coach; Rhonda Gordon, Special Education Teacher/KYCID Building Coach; Tammy Davis, SOS/SWIS data collector/coach; District PBIS Coach; Shannon Brumfield-parent
Fresh Reads of Expository Text	Students will have the opportunity to complete a "fresh read" of an expository text on a weekly basis. This will allow teachers to determine student improvement in reading and their ability to pace themselves in a timed setting similar to K-PREP performance items. This will increase fluency on district fluency assessments and thus impact reading abilities for all students.	Direct Instruction	08/11/2014	05/29/2015	\$0	All Classroom Teachers; Kristy Saint, Principal
Monitor the Implementation of the Working Conditions Goal	Work to incorporate time available to allow teachers to collaborate with colleagues through established no meeting Monday, effective PLC practices, PAC, and building level mentors. This will foster a positive and productive working environment.	Professional Learning	08/11/2014	06/05/2015	\$0	Saint, Bowles, & Snyder
RTI/Kentucky System of Intervention	Students are identified and instructed based upon determined deficits and progress monitored weekly or bi-weekly as necessary.	Academic Support Program	08/11/2014	05/29/2015	\$0	Stacey Snyder, Curriculum Specialist; All Classroom Teachers; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

**KDE Comprehensive School Improvement Plan**

Pride Elementary School

PLCs and PAC	Implementation of grade level PLCs and the PAC to foster communication and disaggregation of data.	Professional Learning	08/04/2014	06/05/2015	\$0	Saint, Snyder, Bowles, Team Leaders, and all Teachers
Administrative Team/Mentor/Student Conferencing	Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program	11/10/2014	04/15/2015	\$0	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Consultant; Title I Staff
Writing PLC	Teachers will work as a PLC to review rubric for Writing program review, gather evidence, and report to SBDM updates per trimester.	Professional Learning	08/04/2014	05/29/2015	\$0	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal
<b>Total</b>					<b>\$0</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Early Learning Screener	Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, letter recognition (upper and lower).	Other	08/11/2014	10/01/2014	\$1000	All Kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal; Title I Personnel
<b>Total</b>					<b>\$1000</b>	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Based on KPREP data, School Report Card, and MAP data we are able to determine strengths and weaknesses in curriculum and instruction. Based on data: Male students out performed female students in overall reading and specifically at the 3rd and 4th grade levels. African American students scored significantly lower in reading and math at 3rd, 4th, and 5th grades. The data indicates that we still have room to grow in our combine GAP GROUP performance.

The data is not indicative of student attendance rates, home support, and the impact of environmental factors. Those students that qualified as at risk through the Title I and RTI programs are not identified.

## **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?**

Areas of strengths include:

writing, language mechanics, science, social studies, reading, and math (all content areas),

growth in program reviews

gains in achievement, gap and growth resulting in overall gains

reduction in office referrals

increase in attendance rates

Actions to Sustain:

NAME & Claim - student tracker system, KASC MAP data tool, analysis of data, increased use of PLCs and PAC, district coach support, implementation of EnVision math and Journeys reading programs district/schoolwide, celebrating student success, continued use of PBIS, collaborate with elementary teams in the district that exhibited high levels of achievement (school visits), morning mentors, conferencing with identified bubble students (those in reach of next performance level), Title I utilized to address GAP student needs

CELEBRATE: overall achievement, student behavior, parental involvement, relationship level, community support, much to celebrate

## **Opportunities for Improvement**

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

Need of Improvement:

program review

GAP-subgroup performance (African Americans, Females)

knowledge level of new reading and math programs

transient students

Plans to Address:

Program Reviews-addition of program review discussion at monthly PLCs to include documentation, identified areas of weakness, additional use of technology

GAP-name and claim

Reading and Math-PD opportunities, district support personnel, school visits

Transient students-new district wide reading and math programs, district fluency checks, district common assessments

## **Conclusion**

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

After identifying strengths and weaknesses the goal of Pride Elementary staff is to continue to focus on GAP students of concern and maintain rigor in content areas. Name and Claim novice students as identified on KPREP and MAP data tool. Celebrate success and motivate students to perform at high levels through community support, Family Resource Center, Title I, and RTI/KSI.



# **The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

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

Title I advisory council, SBDM, PBIS team, PTA, district support team, Future Stars-Community College, Big Brothers/Big Sisters, Family Advocacy, Family Resource Advisory Council, local businesses and officials

## Relationship Building

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

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

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

## Communications

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

Overall Rating: 3.71

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

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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

## Decision Making

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

Overall Rating: 2.29

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	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
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
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.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

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



## Advocacy

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

Overall Rating: 2.17

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

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

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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

## Community Partnerships

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

Overall Rating: 3.17

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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
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
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

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

## **Reflection**

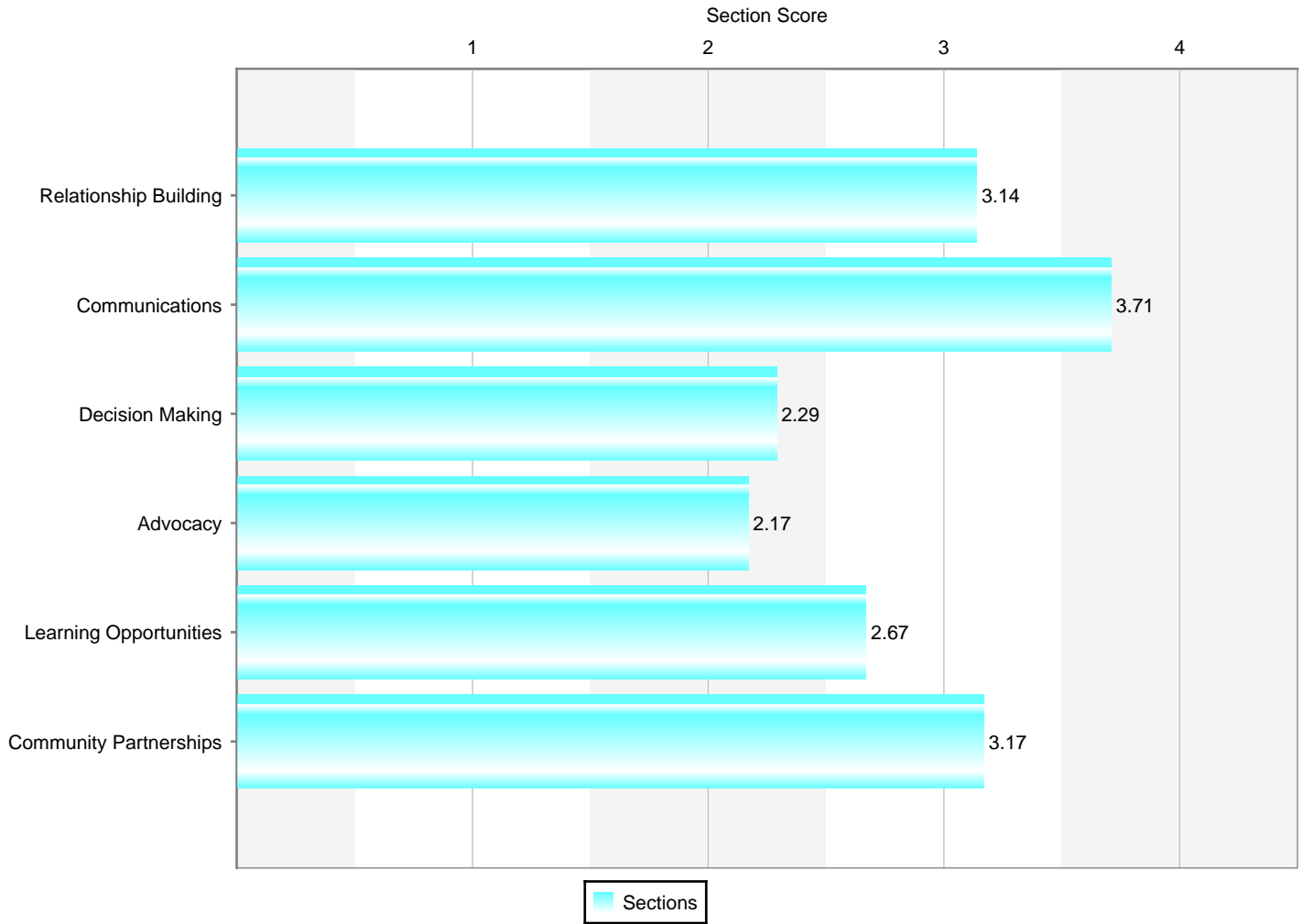
Reflect upon your responses to each of the Missing Piece objectives.

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

Strong family involvement is a vital part of Pride Elementary. Family nights are provided through the use of grants. We have developed a family/volunteer workroom and have monthly work days. The development of SBDM committees with parent involvement are in place.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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



## **Improvement Planning Process**

### Improvement Planning Process

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

Elected SBDM parents  
Title I Parent representatives  
PBIS- Universal Team  
Family Resource Advisory Council  
PTA  
SBDM committees  
Elected school board members

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

SBDM  
SBDM committees  
Faculty and Staff Members  
District personnel  
PAC-advisory council  
PLCs

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

SBDM approves and progress notes are communicated quarterly. PTA and family nights allow for opportunities to share school goals. CSIP is posted on the school website and available at the front office.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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	Master Schedule Secured new district-wide reading and math programs RTI/KSI systems are in place to provide supplemental instruction to students identified as below grade level in math, reading, and writing. Targeted groups are provided with supplemental instruction through Title I and curriculum specialist.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	District initiative-the district provides a model and has activities planned to aid in transition from preschool to kindergarten.	

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	RTI, ESS, supplemental math and reading materials provided by core programs  RTI/KSI is in place to meet the needs of Tier II and Tier III students. Research based strategies are utilized to provide supplemental instruction.	

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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

# KDE Comprehensive School Improvement Plan

Pride Elementary School

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	Title I parent committee and are active participants in the advisory process. Parents are a vital part of the SBDM process. Pride Elementary hosts family night events approximately seven times a year. Active PTA Increased parent volunteers	

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		

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	School-wide title one program	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	school-wide Title I program	

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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.	No	school-wide Title I program	

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.	No	school-wide Title I program in place	

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		

**KDE Comprehensive School Improvement Plan**

Pride Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	school-wide Title I program in place	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	school-wide Title I program in place	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://Hopkins.k12.ky.us/PrideElementary.cfm?subpage=617580">Hopkins.k12.ky.us/PrideElementary.cfm?subpage=617580</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	all staff HQ at this time	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Title I does not fund such positions.	

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.	No	school-wide Title I program	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	school-wide Title I program	

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Title II funds utilized for CSRT in primary grades.	



# **Compliance and Accountability - Elementary Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the overall effectiveness of teachers in 2014-2015.

**Measurable Objective 1:**

collaborate to implement the Professional Growth and Evaluation System thus increasing teacher effectiveness by 06/05/2015 as measured by TPGES.

**Strategy1:**

Professional Growth and Effectiveness System - Teachers will develop a professional growth plan, establish student growth goals, complete a self-reflection, utilize student voice survey, and have observations by the administrative team. Together this documentation will provide evidence of teacher effectiveness.

Category: Teacher PGES

Research Cited:

Activity - PLCs and PAC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of grade level PLCs and the PAC to foster communication and disaggregation of data.	Professional Learning			08/04/2014	06/05/2015	\$0 - No Funding Required	Saint, Snyder, Bowles, Team Leaders, and all Teachers

Activity - Training for teachers in the use of CIITS.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional focus on the Educator Development Suite and PD360	Professional Learning			08/04/2014	06/05/2015	\$0 - No Funding Required	Saint, Snyder, all Teachers

Activity - Implementation and Monitor Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and monitor student growth goals based on student needs to drive instruction.	Professional Learning			08/04/2014	06/05/2015	\$0 - No Funding Required	Saint, Snyder, Bowles, and all Teachers

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Building Level Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will be paired with another teacher within the building to observe, share ideas, and foster relationship building. These will be "building buddies".	Professional Learning			08/06/2014	06/05/2015	\$0 - No Funding Required	Saint, Snyder, all teachers

## Goal 2:

Increase the overall effectiveness of principals in 2014-2015.

### Measurable Objective 1:

collaborate to implement the Professional Growth and Evaluation System thus increasing principal effectiveness by 06/05/2015 as measured by PPGES to include self-reflection, observations, and growth plan.

### Strategy1:

Implementation of PPGES - The principal will collaborate with the district support team and other administrators to implement PPGES through data from the TELL Kentucky Survey and the collection and use of student data

Category: Principal PGES

Research Cited:

Activity - Collaborate with District Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has assigned a support coach to assist the principal with all aspects of being a principal. The coach will participate in PAC meetings and will provide coaching sessions as needed.	Professional Learning			08/04/2014	05/29/2015	\$0 - No Funding Required	Saint, Zellich, Ashby, Luttrell, Griffey

Activity - Monitor Student Growth Goal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the implementation of the core reading program and KSI the percent of proficient and distinguished readers will increase. Analyze data to include KPREP, MAP, and Common Assessments.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Saint, Snyder, Bowles, Classroom Teachers

Activity - Monitor the Implementation of the Working Conditions Goal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work to incorporate time available to allow teachers to collaborate with colleagues through established no meeting Monday, effective PLC practices, PAC, and building level mentors. This will foster a positive and productive working environment.	Professional Learning			08/11/2014	06/05/2015	\$0 - No Funding Required	Saint, Bowles, & Snyder

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Utilization of data to accomplish the professional growth goal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize data disaggregation tools and strategies to determine gaps in curricular areas. Identify GAP students and implement high yield continuous improvement strategies. Track student data with a monitoring tool.	Professional Learning			08/04/2014	06/05/2015	\$0 - No Funding Required	Saint, Bowles, Snyder, Willett, Luttrell

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

### Goal 1:

Increase the average combined reading and math proficiency ratings from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

A 9% increase of All Students will collaborate to increase the average combined proficiency ratings for all students in the non duplicated gap group from 57.4 to 62.6 in Reading by 06/05/2015 as measured by K-PREP.

### Strategy1:

Best Practices & Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for ELA. These skills/activities will help students to become proficient in reading and writing and possess advanced literacy skills while improving student outcomes and effective closing of gaps.

Category: Continuous Improvement

Research Cited:

Activity - Whole Brain Multiple Choice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS ELA standards.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Administrative Team/Mentor/Student Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program			11/10/2014	04/15/2015	\$0 - No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Consultant; Title I Staff

## Measurable Objective 2:

A 10% increase of All Students will collaborate to increase the average proficiency rating for all students in the non-duplicated gap group from 51.3 to 56.4 in Mathematics by 06/05/2015 as measured by K-PREP.

## Strategy1:

Best Practices and Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for Math. These skills/activities will help students to become proficient in mathematic skills while improving student outcomes and effectively closing of gaps.

Category: Continuous Improvement

Research Cited:

Activity - Administrative Team/Mentor/Student Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program			11/10/2014	04/15/2015	\$0 - No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Specialist

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS Math standards.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Whole Brain Multiple Choice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

## Goal 2:

Increase the reading and math KPREP scores for third grade students from 64% to 67.2% for reading and 58% to 60.9% in 2015 as measured by KPREP.

## Measurable Objective 1:

A 5% increase of All Students will collaborate to increase the overall reading proficiency score from 64% to 67.2% in Reading by 06/05/2015 as measured by KPREP.

## Strategy1:

Best Practices and Sustainability - Teachers will utilize strategies throughout the primary grades to effectively close the gaps within instruction at each level which will ultimately aid in improving student outcomes on the KPREP assessment.

Category:

Research Cited:

Activity - Fresh Read of Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in primary grades will be provided opportunities for a fresh read of expository text to aid in increasing fluency and pacing that is linked to KPREP expectations.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Kristy Saint, Principal

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given daily bellringer activities that enhance instruction and provide additional practice of ELA skills.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Pacing Guide/Program Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level teams to review district instructional pacing guides and align current reading program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

# KDE Comprehensive School Improvement Plan

Pride Elementary School

## Measurable Objective 2:

5% of All Students will collaborate to increase the overall math proficiency score from 58% to 60.9% in Mathematics by 06/05/2015 as measured by K-PREP.

## Strategy1:

Best Practices and Sustainability - Teachers will utilize strategies throughout the primary grades to effectively close the gaps within instruction at each level which will ultimately aid in improving student outcomes on the KPREP assessment.

Category:

Research Cited:

Activity - Pacing Guides/Program Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level teams to review district instructional pacing guides and align current math program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given daily bellringer activities that enhance instruction and provide additional practice of math skills.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

All children were screened for kindergarten readiness.

## Goal 1:

All entering Kindergarten students at Pride Elementary will be administered a school readiness/early learning screener.

## Measurable Objective 1:

collaborate to ensure 100% of entering Kindergarten students receive the Brigance Early Learning Screen and receive necessary remediation directed at the screening results by 10/01/2014 as measured by Brigance screening results and progress monitoring reflecting 100% participation..

## Strategy1:



# KDE Comprehensive School Improvement Plan

Pride Elementary School

School Readiness and Early Learning - Students will be screened upon entering Kindergarten to determine readiness in five developmental areas: approaches to learning; health and physical well-being; language and communication development; social/emotional development; and cognitive/general knowledge.

Category: Early Learning

Research Cited:

Activity - Brigance Early Learning Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, letter recognition (upper and lower).	Other			08/11/2014	10/01/2014	\$1000 - State Funds	All Kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal; Title I Personnel

Activity - Brigance Early Learning Activities for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below normal limits in any area shall receive interventions from the classroom teacher. These interventions are completed and monitored on a weekly basis.	Direct Instruction			10/01/2014	05/29/2015	\$0 - No Funding Required	All kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

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

## Goal 1:

All entering Kindergarten students at Pride Elementary will be administered a school readiness/early learning screener.

## Measurable Objective 1:

collaborate to ensure 100% of entering Kindergarten students receive the Brigance Early Learning Screen and receive necessary remediation directed at the screening results by 10/01/2014 as measured by Brigance screening results and progress monitoring reflecting 100% participation..

## Strategy1:

School Readiness and Early Learning - Students will be screened upon entering Kindergarten to determine readiness in five developmental areas: approaches to learning; health and physical well-being; language and communication development; social/emotional development; and cognitive/general knowledge.

Category: Early Learning

Research Cited:

**KDE Comprehensive School Improvement Plan**

Pride Elementary School

Activity - Brigance Early Learning Activities for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below normal limits in any area shall receive interventions from the classroom teacher. These interventions are completed and monitored on a weekly basis.	Direct Instruction			10/01/2014	05/29/2015	\$0 - No Funding Required	All kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Brigance Early Learning Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, letter recognition (upper and lower).	Other			08/11/2014	10/01/2014	\$1000 - State Funds	All Kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal; Title I Personnel

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

**Goal 1:**

Increase the averaged combined reading and math K-PREP scores for elementary students from 44% to 72% in 2017.

**Measurable Objective 1:**

A 2% increase of All Students will collaborate to increase the overall score for Pride Elementary from 83.6 to 85.27 in Mathematics by 06/05/2015 as measured by K-PREP.

**Strategy1:**

Kentucky System of Intervention/Response to Intervention (KSI/RTI) - Students are identified through MAP testing with specific deficits in the area of math. Students are provided with small group/individual instruction on the identified deficit areas and monitored using research based measures. Data is collected and monitored on a weekly or bi-weekly basis.

Category: Learning Systems

Research Cited:

Activity - RTI/Kentucky Systems of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified, receive instruction on deficit areas, and monitored on a weekly basis to determine growth and improvement in mathematical skills.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

# KDE Comprehensive School Improvement Plan

Pride Elementary School

## Strategy2:

Math Initiative - Students will be given multiple opportunities for practice, skill building, and depth of understanding of mathematical content as defined by KCAS.

Category: Learning Systems

Research Cited:

Activity - MAP Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with each student to determine appropriate goals for growth in math for MAP test, which centers around CCSS. Teachers will complete the KASC MAP Data tool each testing cycle and the leadership team will make use of this data to complete the MAP data tool for the school.	Other			09/01/2014	04/01/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in daily opportunities to reinforce KCAS thru the use of bellringer activities.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

## Measurable Objective 2:

A 3% increase of All Students will collaborate to increase the overall score for Pride Elementary from 78.4 to 80.75 in Reading by 06/05/2015 as measured by K-PREP.

## Strategy1:

Kentucky System of Intervention/Response to Intervention - Students will be identified based upon scores from MAP testing to determine deficit areas in reading. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Monitoring will take place weekly using research based probes and the progress data will be recorded and reviewed weekly.

Category: Learning Systems

Research Cited: Stacey Snyder, Curriculum Specialist; all classroom teachers; Shannon Bowles, Guidance Counselor

Activity - RTI/Kentucky System of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified and instructed based upon determined deficits and progress monitored weekly or bi-weekly as necessary.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Stacey Snyder, Curriculum Specialist; All Classroom Teachers; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

# KDE Comprehensive School Improvement Plan

Pride Elementary School

## Strategy2:

Literacy Initiative - All teachers will be trained on the usage, planning, and implementation of bell ringer activities for English/Language Arts.

All teachers will work with targeted students to set individual learning goals to foster growth towards proficiency in ELA.

Category: Learning Systems

Research Cited:

Activity - Great Educators--Common Core Standards Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in bellringer activities in ELA each day that lend themselves to standards based instruction for the new KCAS.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers Stacey Snyder, Curriculum Specialist Kristy Saint, Principal

Activity - MAP Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based upon MAP RIT scores for Reading. KASC Map data tool will be utilized each testing cycle and reported to leadership team. The leadership team will make use of the data to complete the school data tool.	Other			09/01/2014	04/01/2015	\$0 - No Funding Required	All classroom teachers; Kristy Saint, Principal

Activity - Fresh Reads of Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to complete a "fresh read" of an expository text on a weekly basis. This will allow teachers to determine student improvement in reading and their ability to pace themselves in a timed setting similar to K-PREP performance items. This will increase fluency on district fluency assessments and thus impact reading abilities for all students.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Kristy Saint, Principal

## Goal 2:

Increase the average combined reading and math proficiency ratings from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

A 9% increase of All Students will collaborate to increase the average combined proficiency ratings for all students in the non duplicated gap group from 57.4 to 62.6 in Reading by 06/05/2015 as measured by K-PREP.

# KDE Comprehensive School Improvement Plan

Pride Elementary School

## Strategy1:

Best Practices & Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for ELA. These skills/activities will help students to become proficient in reading and writing and possess advanced literacy skills while improving student outcomes and effective closing of gaps.

Category: Continuous Improvement

Research Cited:

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS ELA standards.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Whole Brain Multiple Choice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Administrative Team/Mentor/Student Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program			11/10/2014	04/15/2015	\$0 - No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Consultant; Title I Staff

## Measurable Objective 2:

A 10% increase of All Students will collaborate to increase the average proficiency rating for all students in the non-duplicated gap group from 51.3 to 56.4 in Mathematics by 06/05/2015 as measured by K-PREP.

## Strategy1:

Best Practices and Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for Math. These skills/activities will help students to become proficient in mathematic skills while improving student outcomes and effectively closing of gaps.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS Math standards.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Administrative Team/Mentor/Student Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program			11/10/2014	04/15/2015	\$0 - No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Specialist

Activity - Whole Brain Multiple Choice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

### Goal 3:

Increase the reading and math KPREP scores for third grade students from 64% to 67.2% for reading and 58% to 60.9% in 2015 as measured by KPREP.

### Measurable Objective 1:

A 5% increase of All Students will collaborate to increase the overall reading proficiency score from 64% to 67.2% in Reading by 06/05/2015 as measured by KPREP.

### Strategy1:

Best Practices and Sustainability - Teachers will utilize strategies throughout the primary grades to effectively close the gaps within instruction at each level which will ultimately aid in improving student outcomes on the KPREP assessment.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Fresh Read of Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in primary grades will be provided opportunities for a fresh read of expository text to aid in increasing fluency and pacing that is linked to KPREP expectations.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Kristy Saint, Principal

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given daily bellringer activities that enhance instruction and provide additional practice of ELA skills.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Pacing Guide/Program Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level teams to review district instructional pacing guides and align current reading program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

## Measurable Objective 2:

5% of All Students will collaborate to increase the overall math proficiency score from 58% to 60.9% in Mathematics by 06/05/2015 as measured by K-PREP.

## Strategy1:

Best Practices and Sustainability - Teachers will utilize strategies throughout the primary grades to effectively close the gaps within instruction at each level which will ultimately aid in improving student outcomes on the KPREP assessment.

Category:

Research Cited:

Activity - Pacing Guides/Program Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level teams to review district instructional pacing guides and align current math program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

**KDE Comprehensive School Improvement Plan**

Pride Elementary School

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given daily bellringer activities that enhance instruction and provide additional practice of math skills.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

Increase the averaged combined reading and math K-PREP scores for elementary students from 44% to 72% in 2017.

**Measurable Objective 1:**

A 2% increase of All Students will collaborate to increase the overall score for Pride Elementary from 83.6 to 85.27 in Mathematics by 06/05/2015 as measured by K-PREP.

**Strategy1:**

Math Initiative - Students will be given multiple opportunities for practice, skill building, and depth of understanding of mathematical content as defined by KCAS.

Category: Learning Systems

Research Cited:

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in daily opportunities to reinforce KCAS thru the use of bellringer activities.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - MAP Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with each student to determine appropriate goals for growth in math for MAP test, which centers around CCSS. Teachers will complete the KASC MAP Data tool each testing cycle and the leadership team will make use of this data to complete the MAP data tool for the school.	Other			09/01/2014	04/01/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

**Strategy2:**

Kentucky System of Intervention/Response to Intervention (KSI/RTI) - Students are identified through MAP testing with specific deficits in the area of math. Students are provided with small group/individual instruction on the identified deficit areas and monitored using research



# KDE Comprehensive School Improvement Plan

Pride Elementary School

based measures. Data is collected and monitored on a weekly or bi-weekly basis.

Category: Learning Systems

Research Cited:

Activity - RTI/Kentucky Systems of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified, receive instruction on deficit areas, and monitored on a weekly basis to determine growth and improvement in mathematical skills.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

## Measurable Objective 2:

A 3% increase of All Students will collaborate to increase the overall score for Pride Elementary from 78.4 to 80.75 in Reading by 06/05/2015 as measured by K-PREP.

## Strategy1:

Kentucky System of Intervention/Response to Intervention - Students will be identified based upon scores from MAP testing to determine deficit areas in reading. Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Monitoring will take place weekly using research based probes and the progress data will be recorded and reviewed weekly.

Category: Learning Systems

Research Cited: Stacey Snyder, Curriculum Specialist; all classroom teachers; Shannon Bowles, Guidance Counselor

Activity - RTI/Kentucky System of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified and instructed based upon determined deficits and progress monitored weekly or bi-weekly as necessary.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Stacey Snyder, Curriculum Specialist; All Classroom Teachers; Shannon Bowles, Guidance Counselor; Kristy Saint, Principal

## Strategy2:

Literacy Initiative - All teachers will be trained on the usage, planning, and implementation of bell ringer activities for English/Language Arts. All teachers will work with targeted students to set individual learning goals to foster growth towards proficiency in ELA.

Category: Learning Systems

Research Cited:

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Fresh Reads of Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to complete a "fresh read" of an expository text on a weekly basis. This will allow teachers to determine student improvement in reading and their ability to pace themselves in a timed setting similar to K-PREP performance items. This will increase fluency on district fluency assessments and thus impact reading abilities for all students.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Kristy Saint, Principal

Activity - MAP Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conference with each student and set goals for achievement and growth based upon MAP RIT scores for Reading. KASC Map data tool will be utilized each testing cycle and reported to leadership team. The leadership team will make use of the data to complete the school data tool.	Other			09/01/2014	04/01/2015	\$0 - No Funding Required	All classroom teachers; Kristy Saint, Principal

Activity - Great Educators--Common Core Standards Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in bellringer activities in ELA each day that lend themselves to standards based instruction for the new KCAS.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers Stacey Snyder, Curriculum Specialist Kristy Saint, Principal

## Goal 2:

Increase the average combined reading and math proficiency ratings from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

A 9% increase of All Students will collaborate to increase the average combined proficiency ratings for all students in the non duplicated gap group from 57.4 to 62.6 in Reading by 06/05/2015 as measured by K-PREP.

### Strategy1:

Best Practices & Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for ELA. These skills/activities will help students to become proficient in reading and writing and possess advanced literacy skills while improving student outcomes and effective closing of gaps.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Administrative Team/Mentor/Student Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program			11/10/2014	04/15/2015	\$0 - No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Consultant; Title I Staff

Activity - Whole Brain Multiple Choice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS ELA standards.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

## Measurable Objective 2:

A 10% increase of All Students will collaborate to increase the average proficiency rating for all students in the non-duplicated gap group from 51.3 to 56.4 in Mathematics by 06/05/2015 as measured by K-PREP.

## Strategy1:

Best Practices and Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for Math. These skills/activities will help students to become proficient in mathematic skills while improving student outcomes and effectively closing of gaps.

Category: Continuous Improvement

Research Cited:

Activity - Whole Brain Multiple Choice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize whole brain strategies that are instructed by their teachers that aid them in multiple choice test taking strategies.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

**KDE Comprehensive School Improvement Plan**

Pride Elementary School

Activity - Great Educators-- Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students daily opportunity to be instructed and practice skills related to KCAS Math standards.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Administrative Team/Mentor/Student Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive a winter and spring conference with the administrative team if they have been targeted as an apprentice or threshold (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators/Mentor will be determined based on the students academic and social needs.	Academic Support Program			11/10/2014	04/15/2015	\$0 - No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor; Stacey Snyder, Curriculum Specialist

**Goal 3:**

All entering Kindergarten students at Pride Elementary will be administered a school readiness/early learning screener.

**Measurable Objective 1:**

collaborate to ensure 100% of entering Kindergarten students receive the Brigance Early Learning Screen and receive necessary remediation directed at the screening results by 10/01/2014 as measured by Brigance screening results and progress monitoring reflecting 100% participation..

**Strategy1:**

School Readiness and Early Learning - Students will be screened upon entering Kindergarten to determine readiness in five developmental areas: approaches to learning; health and physical well-being; lanuguage and communication development; social/emotional development; and cognitive/general knowledge.

Category: Early Learning

Research Cited:

Activity - Brigance Early Learning Activities for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below normal limits in any area shall receive interventions from the classroom teacher. These interventions are completed and monitored on a weekly basis.	Direct Instruction			10/01/2014	05/29/2015	\$0 - No Funding Required	All kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Brigrance Early Learning Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by kindergarten classroom teachers covering personal data, body parts, gross-motor, color recognition, visual motor, drawing, writing, rote counting, numeral comprehension, number readiness, letter recognition (upper and lower).	Other			08/11/2014	10/01/2014	\$1000 - State Funds	All Kindergarten classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal; Title I Personnel

## Goal 4:

Pride Elementary will utilize KYCID (PBIS) to meet the goal of 80% with 0-1 referrals, 15% or less with 2-5 referrals, and 5% or less with 6 + referrals.

## Measurable Objective 1:

collaborate to reduce the number of office referrals and meet fidelity monitored monthly by the universal team (Tier I) by 06/05/2015 as measured by SWIS data.

## Strategy1:

Kentucky Center for Instructional Discipline - Students are provided universal instruction and support regarding behavioral expectations school wide and in the classroom setting. Additionally, when student behavior is exhibited that meet flagging criteria for behavioral intervention, KYCID team will implement planned intervention and support based upon individual needs.

Category: Learning Systems

Research Cited:

Activity - Tier 2--Targeted Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that meet designated flagging criteria set by Pride Elementary are discussed in monthly meetings. Appropriate plans of action that meet individual student needs are written and implemented with necessary staff. Ongoing progress monitoring and plan revisions are made as necessary.	Behavioral Support Program			09/17/2014	05/29/2015	\$0 - No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor/KYCID Building Coach; Rhonda Gordon, Special Education Teacher/KYCID Building Coach; Tammy Davis, SOS/SWIS coach; District PBIS Coach; Shannon Brumfield-parent rep; Amanda Crick-district rep

# KDE Comprehensive School Improvement Plan

Pride Elementary School

Activity - Tier I--Universal Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instruct students on expectations using CHAMPS that cover classroom and school wide expectations.	Direct Instruction			08/06/2014	05/29/2015	\$0 - No Funding Required	Kristy Saint, Principal; Shannon Bowles, Guidance Counselor/KYCID Building Coach; Rhonda Gordon, Special Education Teacher/KYCID Building Coach; Tammy Davis, SOS/SWIS data collector/coach; District PBIS Coach; Shannon Brumfield-parent

**Goal 5:**  
 Increase the reading and math KPREP scores for third grade students from 64% to 67.2% for reading and 58% to 60.9% in 2015 as measured by KPREP.

**Measurable Objective 1:**  
 5% of All Students will collaborate to increase the overall math proficiency score from 58% to 60.9% in Mathematics by 06/05/2015 as measured by K-PREP.

**Strategy1:**  
 Best Practices and Sustainability - Teachers will utilize strategies throughout the primary grades to effectively close the gaps within instruction at each level which will ultimately aid in improving student outcomes on the KPREP assessment.

Category:

Research Cited:

Activity - Pacing Guides/Program Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level teams to review district instructional pacing guides and align current math program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given daily bellringer activities that enhance instruction and provide additional practice of math skills.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

**Measurable Objective 2:**  
 A 5% increase of All Students will collaborate to increase the overall reading proficiency score from 64% to 67.2% in Reading by 06/05/2015 SY 2014-2015

# KDE Comprehensive School Improvement Plan

Pride Elementary School

as measured by KPREP.

## Strategy1:

Best Practices and Sustainability - Teachers will utilize strategies throughout the primary grades to effectively close the gaps within instruction at each level which will ultimately aid in improving student outcomes on the KPREP assessment.

Category:

Research Cited:

Activity - Fresh Read of Expository Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in primary grades will be provided opportunities for a fresh read of expository text to aid in increasing fluency and pacing that is linked to KPREP expectations.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Kristy Saint, Principal

Activity - Pacing Guide/Program Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade level teams to review district instructional pacing guides and align current reading program in an effort to ensure increased rigor and fluid instruction that meets all KCAS standards.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	All classroom teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Great Educators--Common Core State Bellringers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given daily bellringer activities that enhance instruction and provide additional practice of ELA skills.	Direct Instruction			08/11/2014	05/29/2015	\$1000 - Title I Schoolwide	All Classroom Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

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

## Goal 1:

Pride Elementary will complete program reviews in the following areas: Arts and Humanities, Practical Living/Career Studies, Writing, and K-3 Primary Program.

## Measurable Objective 1:

collaborate to complete program reviews using checklists and rubrics to determine effectiveness in elementary programs by 05/29/2015 as measured by KDE program review rubrics.

# KDE Comprehensive School Improvement Plan

Pride Elementary School

## Strategy1:

Collection and Use of Data for School Improvement: Program Reviews - Teams of teachers will complete rubrics designed by Kentucky Department of Education to determine effectiveness of programs utilized in the content areas of arts and humanities, writing, practical living/career studies, and primary program K-3. Teachers will be in constant review of the progress in each program area and the impact on the quality of teaching and learning.

Category: Learning Systems

Research Cited:

Activity - Practical Living/Career Studies PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Practical Living/Career Studies program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning			08/04/2014	05/29/2015	\$0 - No Funding Required	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - K-3 Primary Program PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for K-3 Primary program review, gather evidence, and report to SBDM on a trimester basis.	Professional Learning			08/04/2014	05/29/2015	\$0 - No Funding Required	All primary teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Writing PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Writing program review, gather evidence, and report to SBDM updates per trimester.	Professional Learning			08/04/2014	05/29/2015	\$0 - No Funding Required	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal

Activity - Arts and Humanities PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PLC to review rubric for Arts and Humanities program review, gather evidence, and report updates to SBDM on a trimester basis.	Professional Learning			08/04/2014	05/29/2015	\$0 - No Funding Required	All Teachers; Stacey Snyder, Curriculum Specialist; Kristy Saint, Principal