Comprehensive School Improvement

Plan

Eubank Elementary School

Pulaski County

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Eubank, KY 42567

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Executive Summary

Introduction

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Eubank Elementary School has the lowest student population in our district with 356 students. That number is about 30 students less than the previous year. About 21% of our student population is identified as needing special education services. 6.5% of our students are considered minority students. Approximately 83.4% of the students at Eubank Elementary qualify for free or reduced lunches.   90% of the teachers have 3 or more years of teaching experience, 18 have their Rank 2. Even though we do have 15 instructional assistants, it should be noted that our students needing special education services is also greater than other elementary schools within our district.

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

Our student population receiving special education services is the highest among all elementary schools in our district and much higher than the district average. Although we have goals, objectives, and strategies in place to help close the achievement gap and reduce novice, our students with disabilities tend to score in the novice category.

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

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

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

OR

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

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

Goal 1:

2016-17 GAP - Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 75.9% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 66.2% by 05/15/2017 as measured by K-PREP.

Strategy1:

Response to Intervention - Students' academic progress will be monitored. Performance data will be analyzed to determine which supports would best suit each student's needs.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Eubank Elementary School

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh, Paula Hudson, Americorps Members

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will analyze data regularly to evaluate student progress on those students needing support beyond Tier II interventions. The team will make instructional recommendations based on student needs.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic progress of students in need of intervention and supports will be closely monitored. AIMSweb, Lexia Core5, and i-Ready data will all be used to track student performance.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

Goal 2:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP scores from 57.1% to 78.5% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 57.1% to 69.8% by 05/15/2017 as measured by K-PREP.

Strategy1:

Continuous Improvement - We will take part in activities that will provide supports for students and their families. Teachers will be provided the supports they need, too, to be effective, engaging instructors.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plan Submission	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team. Reading Wonders and Math in Focus will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Tara Baugh

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Grade Level Meetings and/or PLCs weekly to analyze data and student work, to address student needs and to differentiate instruction.	Professional Learning	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate both vertically and horizontally, across grade levels and content areas, to incorporate Kentucky Core Academic Standards, Units of Studies, and Program Reviews.	Professional Learning Academic Support Program	01/31/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive on-going PD to address the Kentucky Core Academic Standards, Program Reviews, and identified Tell Survey needs as necessary.	Professional Learning	01/01/2017	12/31/2017	$2500 - Title I Part A	Lisa Black

Activity - Recruitment and Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In an effort to train and retain highly qualified teachers, all first and second year teachers participate in a two-year, multi-year teacher induction program called Teacher Effectiveness and Mentoring (TEAM). In addition to new teachers, experienced teachers that are new to the Pulaski County School District also participate in the TEAM program.	Recruitment and Retention	01/01/2017	12/31/2017	$0 - No Funding Required	Amy Polston

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP, AIMSweb, Brigance and other benchmarking assessments to monitor student achievement and growth. Teachers will meet quarterly to analyze data and differentiate instruction.	Academic Support Program	01/01/2017	12/31/2017	$5000 - Title I Part A	Tara Baugh

Activity - Kindergaten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide several support programs to ease students' transition into Kindergarten. Kindergarten Kickstart Kamp is a day camp where incoming kindergartners are introduced to skills and concepts that are covered during their kindergarten year. During Preschool Transition Day preschoolers are invited to spend time in a kindergarten classroom and meet their future teachers and assistants. Preschool Parent Orientation allows for the schools to share with parents appropriate ways to help their children prepare for life in kindergarten.	Academic Support Program Parent Involvement	01/01/2017	12/31/2017	$1000 - Title I Part A	Tara Baugh, Amy Polston, Preschool and Kindergarten Teachers

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Mrs. Black, Principal

Tara Baugh, CSIP coordinator

SBDM

Teachers

Parents

Relationship Building

Overall Rating: 3.43

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

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.29

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

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

	Statement or Question	**Response**	**Rating**
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

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

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

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

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

Decision Making

Overall Rating: 2.86

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

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

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

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

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

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

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

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

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

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

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

Learning Opportunities

Overall Rating: 3.17

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

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

Community Partnerships

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

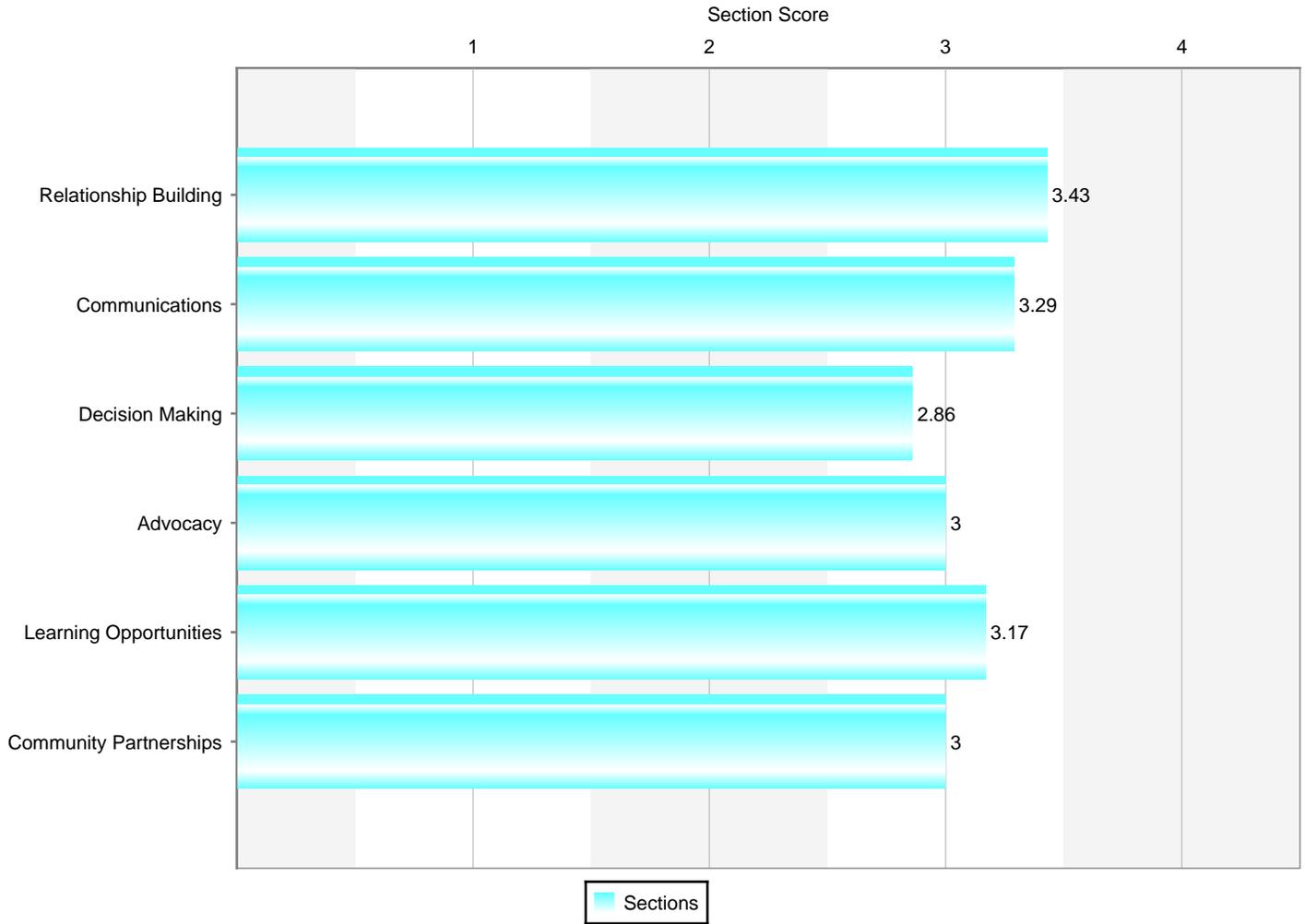|	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities,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

Reflection

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

Our areas of strength are relationship building, communications, stakeholders, and learning opportunities. We could improve in the areas of advocacy and decision making. Our relationship building is overall a proficient. We pride ourselves in this area as we are continually striving to build relationships with our parents and community to keep them consistently involved with their child's education. We understand this an important piece to our students' overall success. The communications objective is also a strong area which often goes hand in hand with relationship building. We make every effort to contact parents for both positive and negatives that might affect their child's education. The decision making objective is our lowest area. We feel this is mainly because we have a low number of parents that vote in our SBDM elections. We are continually working with our PTO to address this and make improvements in this area. For the area of advocacy we are proficient, but could improve. We do strive to keep our parents informed of their child's needs to actively keep them involved. In learning opportunities we are also proficient. Our staff is constantly working to provide research based learning opportunities to all stakeholders. Our community partnerships overall is proficient. Area businesses often participate in Career Day, Celebrations, and other community activities by providing monetary or other donations to assist with student rewards.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3.43

Communications — 3.29

Decision Making — 2.86

Advocacy — 3

Learning Opportunities — 3.17

Community Partnerships — 3

Sections

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At Eubank Elementary, the initial work on the school's Comprehensive Improvement Plan begins on our district-wide data analysis professional growth day. On this day, our staff, along with invited SBDM members, thoroughly analyzes a variety of data to identify growth areas. During this needs assessment, we answer guiding questions such as: What are our highest/lowest performance levels? Where are our gaps? Are our students demonstrating growth in all areas? Did we meet Novice Reduction in Reading and Math? And, what barriers are hindering our students from learning to their fullest potential?   Based on our findings, goals are developed to address each of our improvement needs in the areas of Reading and Math proficiency, GAP deficiencies, Novice Reduction, and Family and Community communication and Program Reviews. Once the plan is completed, it is presented to our SBDM council (which is an open meeting for the public) for approval. After it is approved, it is shared with stakeholders through a PTO meeting and posted on the school's website. The team continues to review and evaluate the plan throughout the year through during "progress checks."

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

The school's Improvement Team consists of the CSIP coordinator, administrators, homeroom teachers, special education teachers, special area teachers, Family Resource Coordinator, and the SBDM council. Everyone on the team was encouraged to participate in the November Data Analysis Day where the bulk of the development took place. Once the CSIP coordinator and principal compiles the document into ASSIST, it is shared with the staff and SBDM council so that revisions or suggestions may applied. The SBDM council then approves the plan and is informed quarterly on its progress.

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

Eubank Elementary's final School Improvement Plan is shared in a regularly scheduled SBDM council meeting. (These 'open to the public' meetings are scheduled after school, making it more convenient for parents to attend). It is also emailed to the staff and posted on the school's website. The document is printed and made available for viewing at a monthly PTO meeting.

As we review our plan throughout the year, Progress Notes are added depicting where we stand on each goal in progress. These results are shared with the SBDM council quarterly.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

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?

Eubank Elementary uses K-PREP data provided to help us drive our instruction and meet the needs of our students. We are asking questions such as:
* Are the programs we have in place effective?
* What content areas do we need to focus on?
* Which students are not at Proficient/Distinguished?
* Where are our gaps?
* Are our students showing growth annually?
* Where are we in comparison to the district and state?

The 2016 KPREP data tells us that we are a Needs Improvement school.   In our district we ranked last in the area of reading and 2nd in the area of math.   Last year, our overall school score was 71.4 and this year it fell to 61.9. We did not meet our Novice Reduction targets for either Reading or Math. In reading, we were down 7.1% from last year in our overall % of Proficient and Distinguished students 2015 - 63.9% to 2016-56.8%. We decrease in Math with a loss of 4.8% from 62.0 in 2015 to 57.4. We received 69.5 achievement points, 22.4 gap points, and 65.7 growth points.

The 2016 KPREP data does NOT tell us 'why' some students scored well but did not show 'growth.' It also does not tell us 'why' our gap students are not showing progress.

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?

Our areas of strength are that our 3rd and 4th graders are outscoring the state in Math and Language Mechanics.   We are sustaining our areas of strength by continually evaluating our programs, participating in regular data analysis and professional learning communities, providing common planning time for teachers, vertically and horizontally aligning curriculum as well as deconstructing standards and providing daily interventions and enrichments for all students.

Opportunities for Improvement

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

According to the 2016 KPREP data, our greatest areas in need of improvement are Novice Reduction in most areas. We found that we have a high number of students scoring Novice and especially Apprentice.   We need to focus on raising our 'growth and gap' scores and on Novice Reduction. Our K-Prep, MAP, AIMSweb, and classroom assessment data all indicate that our attention must stay focused on growing each one of our students categorically and reducing the percentage of students scoring novice in reading and math. Our plans for improving in these areas are to administer benchmark assessments throughout the year (CIITS, MAP, AIMSweb Plus) to measure growth and create individualized plans for students based on this data. We will use PLC and professional growth days to track and analyze student data using student data sheets, a district created MAP calculator, and MAP quadrant charts that graph and display data while tracking student growth. We will conference with students about goal setting regarding growth in the areas of reading, math, and language. We will continue to evaluate our current curriculum and make changes as needed. Eubank Elementary will continue to seek out quality Professional Development and promote collaboration and vertical/horizontal alignment and deconstructing standards within our school, as well as the district. Vertical alignment meetings will be ongoing district wide.

Conclusion

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

We are actively participating in both grade level meetings and PLC's to analyze student data, discuss specific student needs, as well as review results of formative and summative classroom standards based assessments. During these meetings, we discuss student needs and concerns, as well as student data. We also conduct student conferences where the homeroom teacher, principal, and curriculum specialist conference with every student individually in the 3rd, 4th, and 5th grades. Kindergarten through 2nd grade conferences individually with their students regarding goal setting with regards to growth and MAP RIT score. We have a District Data Analysis Day each year to identify our areas of need, pinpoint students at risk and devise a plan to promote increased student learning. Teachers are provided meaningful professional development both at the school and district level. They also meet several times a year with other grade level teachers in the district to create curriculum maps, rigorous lessons and common assessments.

16-17 EES Plan for Comprehensive School Improvement Plan

Overview

Plan Name

16-17 EES Plan for Comprehensive School Improvement Plan

Plan Description

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	2016-17 GAP - Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 75.9% by 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
2	2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP scores from 57.1% to 78.5% by 2019.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$8500
3	2016-17 COMMUNITY - The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$2000
4	2016-17 NOVICE REDUCTION - Decrease the number of Novice scores by 50% from 2015 to 2020 (Reading: FRLunch 18.9-9.5, Non-Dup 18.7-9.3; Math: FRLunch 9.0-4.5, Non-Dup 8.9-4.5)	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	2016-17 PROGRAM REVIEW - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, Primary K-3, and Global Competency & World Languages.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: 2016-17 GAP - Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 75.9% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 66.2% by 05/15/2017 as measured by K-PREP.

Strategy 1:

Response to Intervention - Students' academic progress will be monitored. Performance data will be analyzed to determine which supports would best suit each student's needs.

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic progress of students in need of intervention and supports will be closely monitored. AIMSweb, Lexia Core5, and i-Ready data will all be used to track student performance.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Lisa Black, Tara Baugh

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Lisa Black, Tara Baugh, Paula Hudson, Americorps Members

Activity - RTI Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI Team will analyze data regularly to evaluate student progress on those students needing support beyond Tier II interventions. The team will make instructional recommendations based on student needs.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Lisa Black

Goal 2: 2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP scores from 57.1% to 78.5% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 57.1% to 69.8% by 05/15/2017 as measured by K-PREP.

Strategy 1:

Continuous Improvement - We will take part in activities that will provide supports for students and their families. Teachers will be provided the supports they need, too, to be effective, engaging instructors.

Category: Continuous Improvement

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Grade Level Meetings and/or PLCs weekly to analyze data and student work, to address student needs and to differentiate instruction.	Professional Learning	01/01/2017	12/31/2017	$0	No Funding Required	Lisa Black

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive on-going PD to address the Kentucky Core Academic Standards, Program Reviews, and identified Tell Survey needs as necessary.	Professional Learning	01/01/2017	12/31/2017	$2500	Title I Part A	Lisa Black

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate both vertically and horizontally, across grade levels and content areas, to incorporate Kentucky Core Academic Standards, Units of Studies, and Program Reviews.	Academic Support Program, Professional Learning	01/31/2017	12/31/2017	$0	No Funding Required	Lisa Black, Tara Baugh

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use MAP, AIMSweb, Brigance and other benchmarking assessments to monitor student achievement and growth. Teachers will meet quarterly to analyze data and differentiate instruction.	Academic Support Program	01/01/2017	12/31/2017	$5000	Title I Part A	Tara Baugh

Activity - Lesson Plan Submission	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team. Reading Wonders and Math in Focus will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Tara Baugh

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

| We will provide several support programs to ease students' transition into Kindergarten. Kindergarten Kickstart Kamp is a day camp where incoming kindergartners are introduced to skills and concepts that are covered during their kindergarten year. During Preschool Transition Day preschoolers are invited to spend time in a kindergarten classroom and meet their future teachers and assistants. Preschool Parent Orientation allows for the schools to share with parents appropriate ways to help their children prepare for life in kindergarten. | Academic Support Program, Parent Involvement | 01/01/2017 | 12/31/2017 | $1000 | Title I Part A | Tara Baugh, Amy Polston, Preschool and Kindergarten Teachers |

Goal 3: 2016-17 COMMUNITY - The school will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.

Measurable Objective 1:

collaborate to ensure clear and regular communication with the community by 12/31/2017 as measured by student, parent, and staff surveys, and anecdotal feedback.

Strategy 1:

Community Engagement - The school will engage the community for the benefit of the students, parents, teachers, administrators, and local community members.
Category: Stakeholder Engagement

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive school information through the school website, One Call Now, monthly school newsletters, and weekly teacher newsletters. School Staff will document individual contacts with parents concerning academics, behavior, assessment, etc.	Parent Involvement, Community Engagement	01/01/2017	12/31/2017	$0	No Funding Required	Lisa Black, Tara Baugh

Activity - Parent Involvement Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school, in conjunction with The Family Resource Center, will provide opportunities for parent involvement in events such as Open House, Parent-Teacher Conferences, Family Math/Reading Nights, monthly PTO meetings, Back to School Extravaganza, Read Across America Day, I Love to Read Week, Career Day, Fall Festival, Veterans Day, Intramural Sports, Attendance Awards, Testing Celebration, Field Day, and Book Fair.	Academic Support Program, Parent Involvement, Community Engagement	01/01/2017	12/31/2017	$2000	Title I Part A	Lisa Black, Kelly Leigh, Tara Baugh

Goal 4: 2016-17 NOVICE REDUCTION - Decrease the number of Novice scores by 50% from 2015 to 2020 (Reading: FRLunch 18.9-9.5, Non-Dup 18.7-9.3; Math: FRLunch 9.0-4.5, Non-Dup 8.9-4.5)

Measurable Objective 1:

collaborate to decrease the percentage of Novice scores in identified demographic groups. Reading: FRLunch 23.6-15.1, NonDup 23.2-15.0; Math: FRLunch 13.8-7.2, NonDup 13.6-7.1) by 05/15/2017 as measured by K-PREP.

Strategy 1:

Continuous Improvement - Students at risk of scoring Novice will be identified, monitored, and provided with resources and instruction needed to make needed improvement.

Category: Continuous Improvement

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice in reading or math will be identified and assigned a teacher or staff member to whom they will be accountable. Each adult mentor will build relationship and encourage their student toward success.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Lisa Black, Tara Baugh

Activity - Co-Teaching Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In 3rd-5th grades, students with disabilities will be placed in Co-Teaching Classrooms consisting of a regular education teacher and a special education teacher to allow for quality, individualized instruction.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Tara Baugh

Goal 5: 2016-17 PROGRAM REVIEW - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, Primary K-3, and Global Competency & World Languages.

Measurable Objective 1:

collaborate to build and maintain proficiency in all areas of the Program Review: Arts and Humanities, Practical Living/Career Studies, Writing, Global Competency and World Language, Primary K-3 by 05/15/2017 as measured by KDE Program Review Rubrics.

Strategy 1:

Continuous Improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Eubank Elementary School

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program, Policy and Process	01/01/2017	12/31/2017	$0	No Funding Required	Lisa Black, Tara Baugh

Activity - District External Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Academic Support Program, Policy and Process	01/01/2017	12/31/2017	$0	No Funding Required	Lisa Black, Tara Baugh

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PR Cycle I & II Reports	The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program, Policy and Process	01/01/2017	12/31/2017	$0	Lisa Black, Tara Baugh
Parent Communication	Parents will receive school information through the school website, One Call Now, monthly school newsletters, and weekly teacher newsletters. School Staff will document individual contacts with parents concerning academics, behavior, assessment, etc.	Parent Involvement, Community Engagement	01/01/2017	12/31/2017	$0	Lisa Black, Tara Baugh
RTI Team	The RTI Team will analyze data regularly to evaluate student progress on those students needing support beyond Tier II interventions. The team will make instructional recommendations based on student needs.	Academic Support Program	01/01/2017	12/31/2017	$0	Lisa Black
PLCs	Teachers will meet in Grade Level Meetings and/or PLCs weekly to analyze data and student work, to address student needs and to differentiate instruction.	Professional Learning	01/01/2017	12/31/2017	$0	Lisa Black
Student Mentoring	Students who scored novice in reading or math will be identified and assigned a teacher or staff member to whom they will be accountable. Each adult mentor will build relationship and encourage their student toward success.	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	$0	Lisa Black, Tara Baugh
Standards Alignment	Teachers will collaborate both vertically and horizontally, across grade levels and content areas, to incorporate Kentucky Core Academic Standards, Units of Studies, and Program Reviews.	Academic Support Program, Professional Learning	01/31/2017	12/31/2017	$0	Lisa Black, Tara Baugh
Co-Teaching Classrooms	In 3rd-5th grades, students with disabilities will be placed in Co-Teaching Classrooms consisting of a regular education teacher and a special education teacher to allow for quality, individualized instruction.	Academic Support Program	01/01/2017	12/31/2017	$0	Tara Baugh

Comprehensive School Improvement Plan

Eubank Elementary School

Interventions	Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Academic Support Program	01/01/2017	12/31/2017	$0	Lisa Black, Tara Baugh, Paula Hudson, Americorps Members
Progress Monitoring	Academic progress of students in need of intervention and supports will be closely monitored. AIMSweb, Lexia Core5, and i-Ready data will all be used to track student performance.	Academic Support Program	01/01/2017	12/31/2017	$0	Lisa Black, Tara Baugh
Lesson Plan Submission	Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team. Reading Wonders and Math in Focus will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Academic Support Program	01/01/2017	12/31/2017	$0	Tara Baugh
District External Review	The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Academic Support Program, Policy and Process	01/01/2017	12/31/2017	$0	Lisa Black, Tara Baugh
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All teachers will receive on-going PD to address the Kentucky Core Academic Standards, Program Reviews, and identified Tell Survey needs as necessary.	Professional Learning	01/01/2017	12/31/2017	$2500	Lisa Black
Benchmark Assessments	Teachers will use MAP, AIMSweb, Brigance and other benchmarking assessments to monitor student achievement and growth. Teachers will meet quarterly to analyze data and differentiate instruction.	Academic Support Program	01/01/2017	12/31/2017	$5000	Tara Baugh
Kindergaten Transition	We will provide several support programs to ease students' transition into Kindergarten. Kindergarten Kickstart Kamp is a day camp where incoming kindergartners are introduced to skills and concepts that are covered during their kindergarten year. During Preschool Transition Day preschoolers are invited to spend time in a kindergarten classroom and meet their future teachers and assistants. Preschool Parent Orientation allows for the schools to share with parents appropriate ways to help their children prepare for life in kindergarten.	Academic Support Program, Parent Involvement	01/01/2017	12/31/2017	$1000	Tara Baugh, Amy Polston, Preschool and Kindergarten Teachers

Parent Involvement Opportunities	The school, in conjunction with The Family Resource Center, will provide opportunities for parent involvement in events such as Open House, Parent-Teacher Conferences, Family Math/Reading Nights, monthly PTO meetings, Back to School Extravaganza, Read Across America Day, I Love to Read Week, Career Day, Fall Festival, Veterans Day, Intramural Sports, Attendance Awards, Testing Celebration, Field Day, and Book Fair.	Academic Support Program, Parent Involvement, Community Engagement	01/01/2017	12/31/2017	$2000	Lisa Black, Kelly Leigh, Tara Baugh
				Total	$10500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Eubank Elementary School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP scores from 57.1% to 78.5% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 57.1% to 69.8% by 05/15/2017 as measured by K-PREP.

Strategy1:

Continuous Improvement - We will take part in activities that will provide supports for students and their families. Teachers will be provided the supports they need, too, to be effective, engaging instructors.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive on-going PD to address the Kentucky Core Academic Standards, Program Reviews, and identified Tell Survey needs as necessary.	Professional Learning	01/01/2017	12/31/2017	$2500 - Title I Part A	Lisa Black

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Grade Level Meetings and/or PLCs weekly to analyze data and student work, to address student needs and to differentiate instruction.	Professional Learning	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black

Activity - Kindergaten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide several support programs to ease students' transition into Kindergarten. Kindergarten Kickstart Kamp is a day camp where incoming kindergartners are introduced to skills and concepts that are covered during their kindergarten year. During Preschool Transition Day preschoolers are invited to spend time in a kindergarten classroom and meet their future teachers and assistants. Preschool Parent Orientation allows for the schools to share with parents appropriate ways to help their children prepare for life in kindergarten.	Academic Support Program Parent Involvement	01/01/2017	12/31/2017	$1000 - Title I Part A	Tara Baugh, Amy Polston, Preschool and Kindergarten Teachers

Activity - Lesson Plan Submission	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team. Reading Wonders and Math in Focus will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Tara Baugh

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate both vertically and horizontally, across grade levels and content areas, to incorporate Kentucky Core Academic Standards, Units of Studies, and Program Reviews.	Academic Support Program Professional Learning	01/31/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP, AIMSweb, Brigance and other benchmarking assessments to monitor student achievement and growth. Teachers will meet quarterly to analyze data and differentiate instruction.	Academic Support Program	01/01/2017	12/31/2017	$5000 - Title I Part A	Tara Baugh

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP scores from 57.1% to 78.5% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 57.1% to 69.8% by 05/15/2017 as measured by K-PREP.

Strategy1:

Continuous Improvement - We will take part in activities that will provide supports for students and their families. Teachers will be provided the supports they need, too, to be effective, engaging instructors.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan
Eubank Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive on-going PD to address the Kentucky Core Academic Standards, Program Reviews, and identified Tell Survey needs as necessary.	Professional Learning	01/01/2017	12/31/2017	$2500 - Title I Part A	Lisa Black

Activity - Lesson Plan Submission	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team. Reading Wonders and Math in Focus will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Tara Baugh

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate both vertically and horizontally, across grade levels and content areas, to incorporate Kentucky Core Academic Standards, Units of Studies, and Program Reviews.	Academic Support Program Professional Learning	01/31/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

Activity - Kindergaten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide several support programs to ease students' transition into Kindergarten. Kindergarten Kickstart Kamp is a day camp where incoming kindergartners are introduced to skills and concepts that are covered during their kindergarten year. During Preschool Transition Day preschoolers are invited to spend time in a kindergarten classroom and meet their future teachers and assistants. Preschool Parent Orientation allows for the schools to share with parents appropriate ways to help their children prepare for life in kindergarten.	Parent Involvement Academic Support Program	01/01/2017	12/31/2017	$1000 - Title I Part A	Tara Baugh, Amy Polston, Preschool and Kindergarten Teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Grade Level Meetings and/or PLCs weekly to analyze data and student work, to address student needs and to differentiate instruction.	Professional Learning	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP, AIMSweb, Brigance and other benchmarking assessments to monitor student achievement and growth. Teachers will meet quarterly to analyze data and differentiate instruction.	Academic Support Program	01/01/2017	12/31/2017	$5000 - Title I Part A	Tara Baugh

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP scores from 57.1% to 78.5% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 57.1% to 69.8% by 05/15/2017 as measured by K-PREP.

Strategy1:

Continuous Improvement - We will take part in activities that will provide supports for students and their families. Teachers will be provided the supports they need, too, to be effective, engaging instructors.

Category: Continuous Improvement

Research Cited:

Activity - Kindergaten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide several support programs to ease students' transition into Kindergarten. Kindergarten Kickstart Kamp is a day camp where incoming kindergartners are introduced to skills and concepts that are covered during their kindergarten year. During Preschool Transition Day preschoolers are invited to spend time in a kindergarten classroom and meet their future teachers and assistants. Preschool Parent Orientation allows for the schools to share with parents appropriate ways to help their children prepare for life in kindergarten.	Academic Support Program Parent Involvement	01/01/2017	12/31/2017	$1000 - Title I Part A	Tara Baugh, Amy Polston, Preschool and Kindergarten Teachers

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP scores from 57.1% to 78.5% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 57.1% to 69.8% by 05/15/2017 as measured by K-PREP.

Strategy1:

Continuous Improvement - We will take part in activities that will provide supports for students and their families. Teachers will be provided

the supports they need, too, to be effective, engaging instructors.

Category: Continuous Improvement

Research Cited:

Activity - Kindergaten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide several support programs to ease students' transition into Kindergarten. Kindergarten Kickstart Kamp is a day camp where incoming kindergartners are introduced to skills and concepts that are covered during their kindergarten year. During Preschool Transition Day preschoolers are invited to spend time in a kindergarten classroom and meet their future teachers and assistants. Preschool Parent Orientation allows for the schools to share with parents appropriate ways to help their children prepare for life in kindergarten.	Academic Support Program Parent Involvement	01/01/2017	12/31/2017	$1000 - Title I Part A	Tara Baugh, Amy Polston, Preschool and Kindergarten Teachers

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

Goal 1:

2016-17 GAP - Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 75.9% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 66.2% by 05/15/2017 as measured by K-PREP.

Strategy1:

Response to Intervention - Students' academic progress will be monitored. Performance data will be analyzed to determine which supports would best suit each student's needs.

Category: Continuous Improvement

Research Cited:

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will analyze data regularly to evaluate student progress on those students needing support beyond Tier II interventions. The team will make instructional recommendations based on student needs.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh, Paula Hudson, Americorps Members

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic progress of students in need of intervention and supports will be closely monitored. AIMSweb, Lexia Core5, and i-Ready data will all be used to track student performance.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

Goal 2:

2016-17 PROFICIENCY - Increase the averaged combined reading and math K-PREP scores from 57.1% to 78.5% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 57.1% to 69.8% by 05/15/2017 as measured by K-PREP.

Strategy1:

Continuous Improvement - We will take part in activities that will provide supports for students and their families. Teachers will be provided the supports they need, too, to be effective, engaging instructors.

Category: Continuous Improvement

Research Cited:

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate both vertically and horizontally, across grade levels and content areas, to incorporate Kentucky Core Academic Standards, Units of Studies, and Program Reviews.	Academic Support Program Professional Learning	01/31/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive on-going PD to address the Kentucky Core Academic Standards, Program Reviews, and identified Tell Survey needs as necessary.	Professional Learning	01/01/2017	12/31/2017	$2500 - Title I Part A	Lisa Black

Comprehensive School Improvement Plan

Eubank Elementary School

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MAP, AIMSweb, Brigance and other benchmarking assessments to monitor student achievement and growth. Teachers will meet quarterly to analyze data and differentiate instruction.	Academic Support Program	01/01/2017	12/31/2017	$5000 - Title I Part A	Tara Baugh

Activity - Lesson Plan Submission	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unit plans, lesson plans, and assessments, aligned with appropriate standards, will be submitted to the leadership team. Reading Wonders and Math in Focus will be utilized as the core program but will be supplemented with other materials to ensure standards mastery.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Tara Baugh

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Grade Level Meetings and/or PLCs weekly to analyze data and student work, to address student needs and to differentiate instruction.	Professional Learning	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black

Goal 3:

2016-17 NOVICE REDUCTION - Decrease the number of Novice scores by 50% from 2015 to 2020 (Reading: FRLunch 18.9-9.5, Non-Dup 18.7-9.3; Math: FRLunch 9.0-4.5, Non-Dup 8.9-4.5)

Measurable Objective 1:

collaborate to decrease the percentage of Novice scores in identified demographic groups. Reading: FRLunch 23.6-15.1, NonDup 23.2-15.0; Math: FRLunch 13.8-7.2, NonDup 13.6-7.1) by 05/15/2017 as measured by K-PREP.

Strategy1:

Continuous Improvement - Students at risk of scoring Novice will be identified, monitored, and provided with resources and instruction needed to make needed improvement.

Category: Continuous Improvement

Research Cited:

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice in reading or math will be identified and assigned a teacher or staff member to whom they will be accountable. Each adult mentor will build relationship and encourage their student toward success.	Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016-17 GAP - Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 75.9% by 2019.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.8% to 66.2% by 05/15/2017 as measured by K-PREP.

Strategy1:

Response to Intervention - Students' academic progress will be monitored. Performance data will be analyzed to determine which supports would best suit each student's needs.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic progress of students in need of intervention and supports will be closely monitored. AIMSweb, Lexia Core5, and i-Ready data will all be used to track student performance.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will analyze data regularly to evaluate student progress on those students needing support beyond Tier II interventions. The team will make instructional recommendations based on student needs.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will complete weekly intervention plan documentation and submit it to the curriculum specialist each week. The plan will include lessons taught during the week as well as progress monitoring data.	Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh, Paula Hudson, Americorps Members

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

2016-17 PROGRAM REVIEW - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, Primary K-3, and Global Competency & World Languages.

Measurable Objective 1:

collaborate to build and maintain proficiency in all areas of the Program Review: Arts and Humanities, Practical Living/Career Studies, Writing, Global Competency and World Language, Primary K-3 by 05/15/2017 as measured by KDE Program Review Rubrics.

Strategy1:

Continuous Improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Research Cited:

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program Policy and Process	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

Activity - District External Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process Academic Support Program	01/01/2017	12/31/2017	$0 - No Funding Required	Lisa Black, Tara Baugh

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?

Although we are currently Needs Improvement, at Eubank Elementary trend data shows we have been a predominately Proficient school. We have a school that is inviting to the students, parents, staff and community and strive to work together for the success of all students. Eubank, located in northern Pulaski County, serves approximately 350 Preschool - 5th students and is composed of 25 certified classroom and supportive teachers emphasizing a broad based curriculum including the arts, writing, practical living and career studies. Our staff includes a full time Guidance Counselor, Library Media Specialist, Family Resource Coordinator and Curriculum Specialist. A full time nurse staffs our health unit. We are constantly analyzing strategies and techniques to improve our school academically, and we encourage all stakeholders to get involved to help shape our school and community.

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.

Eubank Elementary School will empower all students to achieve their highest level of academic performance through a comprehensive education that guides them on a path toward college and careers. Eubank Elementary School is a Title I school that receives federal funding in order to meet the needs of all students. At Eubank, we are fortunate to have a Reading and Math Intervention Teacher for the intermediate grades and a Primary Intervention Teacher to work one-on-one and in small groups with students, as well as collaborate with teachers to assist all students. Our school has a special education program consisting of two Special Education teachers, a part-time Special Education liaison, instructional assistants, a full time Speech and Language Pathologist, a part-time occupational and physical therapist, and a part-time hearing specialist to meet the needs of those students that qualify for Individualized Education Plans. We also have a district Gifted and Talented program to serve students that qualify in specific areas. We are able to provide afterschool tutoring as well as tutoring through our afterschool childcare program. We also have many extracurricular and outside activities for our students such as Academic team, Future Problem Solving team, BETA, Pulaski County Youth football and basketball leagues, Archery team, 4-H Club, PTA, Scouting Programs, Recycling Club, Field Trips, Unite Club, Field day, Career day, and Bulldog Bunch After School Childcare. At Eubank Elementary, the staff constantly strives for student improvement . Additionally, Eubank rewards many accomplishments at the end of each month with a celebration to recognize academic, behavior, and attendance achievements. This celebration includes honor roll, perfect attendance, and Accelerated Reader (AR). Each spring students who performed Proficient or Distinguished on the previous year's test are awarded academic medals during a special recognition program. In addition, awards are given in homeroom classes for various accomplishments.

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.

Although maintaining a Proficient ranking for the past two years, we are currently a Needs Improvement school. We feel this status will be short term because student improvement and meeting student needs is our top priority and remains ongoing. We as a school, continue to evaluate our programs through professional learning communities and regularly scheduled data analysis. Part of our improvement plan consists of providing scheduled intervention times to meet individual student needs and tracking student progress through benchmark assessments and progress monitoring. As previously mentioned,in addition to using the Common Core Standards and Program of Studies, we utilize iReady Math, Lexia Core 5 Reading, and Reading Wonders-Connect Ed, as well as Reading Plus for our intermediate students. As of last school year, we are also incorporating the use of Simple Solutions math with all students as part of our aligned curriculum. Our school wide assessments include: AIMSweb Plus Benchmarking and Progress Monitoring, MAP, The Kindergarten Brigance Screener, K-PREP and classroom common assessments as well as district common assesssments. We are strategically utilizing a district created MAP calculator in order to chart and target growth and proficiency levels of our students according to fall, winter, and spring MAP data. Our Curriculum team, as well as our RTI team, will monitor student progress on each of these assessments, along with classroom performance, to individualize instruction.

Additional Information

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

Our school is very welcoming. The staff is flexible and cares about the overall welfare of each of our students. We utilize the resources we have to the best of our ability.   We currently have 2 computer labs. We have a computer lab with 30 desktop computers. We also have a computer lab with 25 laptop stations, as well as 28 iPads. Each classroom has at least five computers with educational software used for both academic instruction and interventions. All of our classrooms are equipped with state of the art Promethean boards that are incorporated into lessons to enhance student learning through educational websites. This equipment is interactive and is used with Active Votes and Slates. Other electronic media such as a classroom set of iPads, document cameras, Grade Cam, flip cameras, teleconferencing equipment, and voice enhancement mics are used to improve student achievement.