Comprehensive School Improvement Plan

Pulaski Elementary School

Pulaski County

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2016-17 Comprehensive School Improvement Plan

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Executive Summary

Introduction

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Here at our school we have 46 minority students out of a total population of 646. We have 431 students that receive free or reduced lunch. Our English Language Learners average is 2.3% in which is above the district average of 1.3%. 14.1% of our total student population have identified disabilities. Two of our teachers are National Board Certified.

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.

Some of the trends that are identified are the large numbers of students that receive free or reduced meals, a large number of students with disabilities, and a high percentage of students that are English Language Learners. Barriers associated with these trends are needed resources and strategies to meet the individual student needs.

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.		School Equity Goals

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

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

OR

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

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

Goal 1:

PROFICIENCY- Increase the averaged combined reading and math K-PREP proficiency ratings from 64.9% to 69.2% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency scores for all students from 64.9% to 69.2% by 08/31/2017 as measured by K-PREP.

Strategy1:

Curriculum Assessment and Alignment - All certified staff will collaborate to ensure curriculum alignment throughout grade levels.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze formative and summative results to determine strengths and weaknesses of the curriculum. Results of this analysis will be shared with stake holders and will be revisited throughout the school year.	Academic Support Program	01/01/2017	12/29/2017	$10000 - General Fund	All certified teachers, administration, classified staff, parents, and students.

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?

Administration, teachers, and parents

Relationship Building

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

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

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

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

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

Communications

Overall Rating: 3.86

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

Overall Rating: 3.86

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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 all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election.	Distinguished

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

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

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

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

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

Advocacy

Overall Rating: 4.0

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	**Response**	**Rating**
5.5	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 4.0

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

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

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

Community Partnerships

Overall Rating: 3.83

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

Reflect upon your responses to each of the Missing Piece objectives.
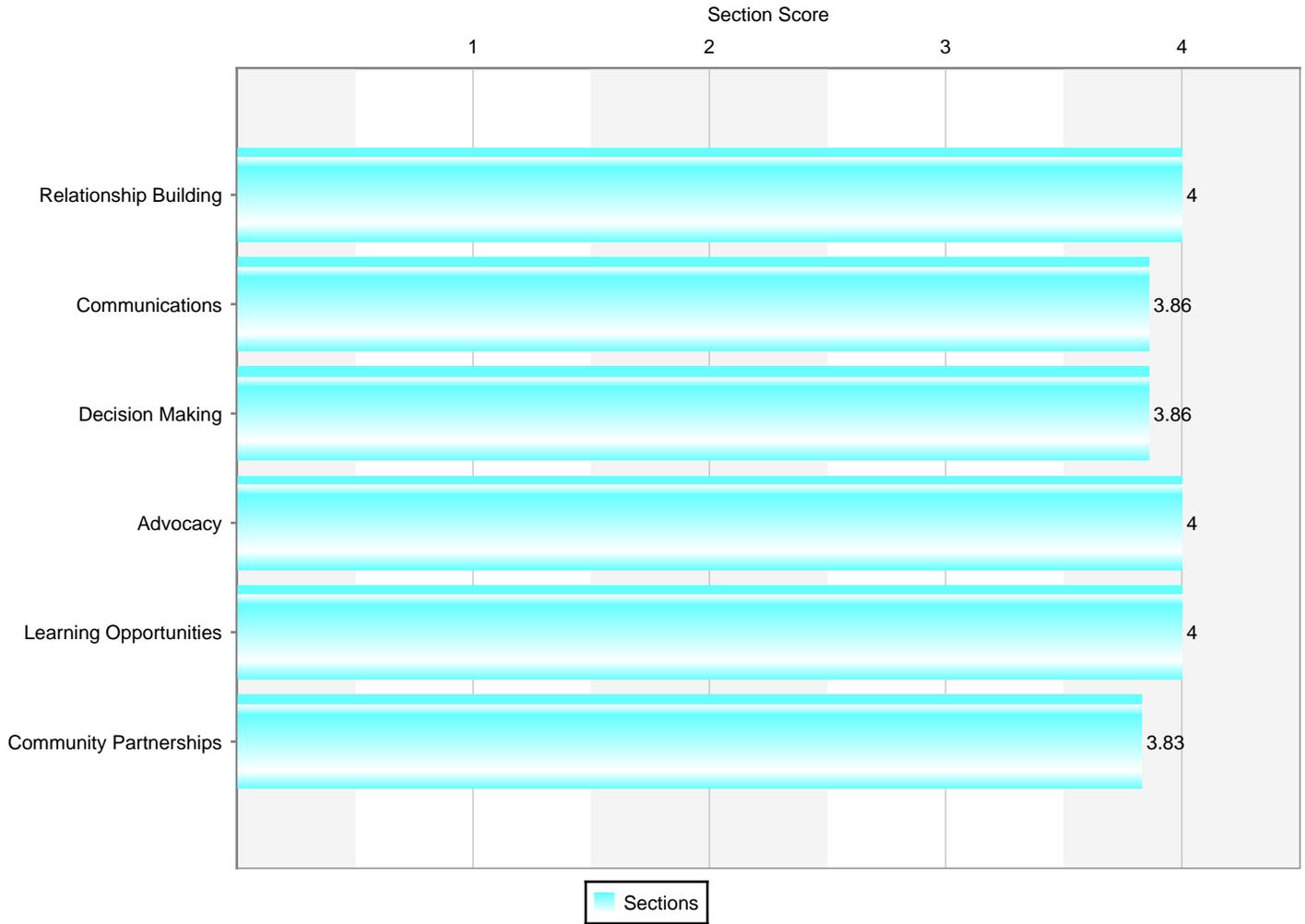
Pulaski Elementary School is one of the largest elementary schools in our district, serving more than 650 students. While our population is diverse, a vast majority of our students are Caucasian, with approximately 66.7% of our student population qualifying for free or reduced lunch. We are accredited by the Southern Association of Schools and Colleges and are one of eight elementary schools in the distinguished Pulaski County School district. Centrally located in Somerset, Kentucky, Pulaski Elementary sits on the northern border of the largest city in the county, but maintains the charm of a rural community. The school benefits from the involvement of many community members who volunteer their time and skills to support the school.

We believe each student, teacher, parent, staff member, and community supporter is vital to fulfilling our mission and ensuring the success of all. Pulaski Elementary School's mission is to provide all students with an education that prepares them to be competitive in the local and global workplaces. We provide enrichment, intervention, and ancillary services that ensure students become productive, life-long learners, who demonstrate high achievement and noble character. The mission and vision of our school were created with input from all staff members. The mission of Pulaski Elementary School is total commitment to high student achievement and character accomplished through a partnership of staff, students, and community. Our vision is that Pulaski Elementary students will be enthusiastic about coming to school where each person respects others' values and feelings. They will be proficient in content areas, have the ability to make wise and informed decisions, have personal pride in their abilities and a strong work ethic, and dedicated educators will provide a comprehensive curriculum with opportunities for all student to achieve success and a love for learning.

Students truly have an opportunity to have a well rounded, multidimensional educational opportunity.Our goal is continuous improvement through meaningful and rigorous instruction. Priority is placed on curriculum, instruction, and assessment to ensure we are reaching all students. Research-based core and intervention programs provide consistent curriculum and instruction. We continuously refine our Response to Intervention (RTI) model in order to meet the needs of all learners. Staff members seek professional learning opportunities that will ensure success for all students. If a student still is not successful with the RTI process and interventions in place, a meeting will be held to discuss the possibility of a disability with all stakeholders involved in the student's educational experience. The parent/guardian is given an opportunity at each meeting to listen to parent rights and/or given a copy to take home with them. Parents are utilized as a vital key stakeholder in these meetings.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 4

Communications — 3.86

Decision Making — 3.86

Advocacy — 4

Learning Opportunities — 4

Community Partnerships — 3.83

Sections

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At Pulaski Elementary School, we make an intentional effect to involve our parents in our School Improvement Planning Process. Initially we give the parents a written questionnaire that will give us feedback on specific support programs and their effectiveness. In November, we have our parents to formally answer questions on a survey that help us with data of our overall school, educational experience for the students, parent communication, and other critical areas of our school. We give our 3rd-5th graders a survey that gives us specific data on what we can improve on for the students. We have an organized Professional Learning Community (PLC) with teachers to score ourselves using the Standards and Indicators for School Improvement. After rating our self on the SISI document, the teachers are shown the student and parent survey results. Our Site Based Decision Making council meets once a month so all of this data is shared with them during the November meeting.

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

The Pulaski Elementary School Improvement Team is comprised of various representatives within the school. The team includes administrators, grade level teachers, special education teachers, special area teachers (art, music, media specialists), Family Resource representative, janitorial representative, and parents. The representatives are divided into five component areas Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. Each committee focuses on their component to analyze data from surveys, test analysis, and student strengths and weaknesses. Once the team reviews the data, they develop goals and an action plan for their component. The component managers meet to establish a plan which offers continued support for all students in the areas of academic achievement, social growth, and college and career readiness.

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

Once all stakeholders are involved, we proceed with our administration team and teachers to write the Comprehensive School Improvement Plan. We add goals, strategies, and activities to our plan based upon our identified areas of need for improvement. All stakeholders are given a copy of the current School Improvement Plan to review and to submit suggestions. Once the plan is complete it is shared with teachers through email and the school webpage and parents through the Site Based Council and website.

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?

When data is being reviewed at PES, we are always looking for ways to improve student performance. We analyze overall data and then narrow the data down to smaller sub groups to see if we have any common trends. For example, apprentice students or a certain class. In reviewing our K-PREP data from 2015-16 assessment window, indicates that we are performing very well overall. We have been classified a school of distinction with a total score of 78.9. Our total reading and language % proficient and distinguished scores are the highest of all content areas, with the other contents right behind. (Reading 71.9, Language 73.7, Social Studies 63, Math 57.8, and Writing 53.) After reviewing this data, our focus has become our students scoring novice and how to reduce those. We have put full focus into our RTI process and special education services to help these students prevent novice. Data analysis is occurring daily, either in the formative or summative process and teaching practices and strategies are being changes to meet the needs of the students.

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 in our overall K-PREP scores as being labeled a school of distinction. All of our strategies and practices that are effective are still being implemented and sustained. Data analysis is still occurring daily either through formative or summative assessments and teaching practices are being altered to meet student needs.

Opportunities for Improvement

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

After reviewing our data, we have decided to focus on our percent of students scoring novice. Services through RTI and Special Education are being utilized as needed for these students to prevent/eliminate the novice scores. We are also utilizing counseling services, FRC, or any other outside agency as needed for individual student needs.

Conclusion

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

The next steps for PES will be to sustain our effective teaching and student learning. We will also continue to focus on our novice reduction.

We will utilize our supports in place (RTI, Special Education, FRC, etc.) to help support students in order to eliminate novice.

2016-17 Comprehensive School Improvement Plan

Overview

Plan Name

2016-17 Comprehensive School Improvement Plan

Plan Description

2016-17 Comprehensive School Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP proficiency ratings from 64.9% to 69.2% by 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$26500
2	GAP-Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated GAP group from 57.1% to 61.9% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$140000
3	Novice Reduction- Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
4	School and Community Collaboration- 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: 3 Activities: 4	Organizational	$6000

Goal 1: Increase the averaged combined reading and math K-PREP proficiency ratings from 64.9% to 69.2% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency scores for all students from 64.9% to 69.2% by 08/31/2017 as measured by K-PREP.

Strategy 1:

Curriculum Assessment and Alignment - All certified staff will collaborate to ensure curriculum alignment throughout grade levels.

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze formative and summative results to determine strengths and weaknesses of the curriculum. Results of this analysis will be shared with stake holders and will be revisited throughout the school year.	Academic Support Program	01/01/2017	12/29/2017	$10000	General Fund	All certified teachers, administration, classified staff, parents, and students.

Activity - CCI: Continuous Classroom Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in continuous classroom improvement focusing on PDSA (plan, do, study, act) model and analysis of student results for increased proficiency in reading and math.	Academic Support Program	01/01/2017	12/29/2017	$1500	Other	Administration and teachers

Strategy 2:

Student Engagement and Motivation - Teachers will utilize a variety of motivational and engagement strategies with students.

Category: Stakeholder Engagement

Activity - Student Engagement and Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of engagement and motivational strategies: Academic celebrations, KAGAN structures, student and class goal setting, and award ceremonies.	Academic Support Program	01/01/2017	12/29/2017	$15000	Other	Administration and teachers

Goal 2: GAP-Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated GAP group from 57.1% to 61.9% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP proficiency rating for all students in the non-duplicated GAP group from 64.9% to 69.2% by 2017. by 05/15/2017 as measured by K-PREP..

Strategy 1:

PCIS - The school will follow the Pulaski County Response to Intervention System (PCIS) to identify students in need of intervention or enrichment, develop appropriate

intervention plans, monitor progress toward goals, and adjust plans as necessary.

Category: Continuous Improvement

Activity - Data Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will monitor the progress of students in the non-duplicated GAP group to ensure they are progressing academically and modify placement within interventions/acceleration as needed.	Academic Support Program	01/01/2017	12/29/2017	$10000	General Fund	Administration, teachers, and classified staff.

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contributing factors such as attendance, behaviors, and retention rates will be monitored to determine their effect on students within the non-duplicated GAP groups. If the data suggests a problem in one or more non-cognitive areas, a plan will be created to problem solve: Counseling services, Mental Health referrals and services, Check In/Check Out, Tier II Behavioral Support Team, Positive Behavior Reinforcement (PBIS), Home Visits, Linking families to community supports, Attendance Incentives, Mentoring.	Behavioral Support Program	01/01/2017	12/29/2017	$5000	FRYSC	All staff

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teaching model will be utilized to provide instruction for identified students in the non-duplicated GAP group. This model will provide each student with extra support needed to master grade level standards.	Academic Support Program	01/01/2017	12/29/2017	$125000	Title I Schoolwide	Administration and teachers

Goal 3: Novice Reduction- Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 10% by 05/19/2017 as measured by K-PREP.

Strategy 1:

Novice Identification and Intervention - Students who scored novice in the areas of reading and math will be individually identified and targeted for interventions.

Category: Continuous Improvement

Activity - Novice Watch List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice watch list will be created for each grade level. During PLCs, the team will review the progress of students included on the novice watch list.	Academic Support Program	01/01/2017	12/29/2017	$0	No Funding Required	Administration and teachers

Activity - Novice Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be provided daily intervention services and weekly progress monitoring will occur to monitor student performance. Data review meetings will be held every 4-6 weeks to monitor growth and make revisions to individual student's intervention plan.	Academic Support Program	01/01/2017	12/29/2017	$0	No Funding Required	Administration and teachers

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice will be assigned a staff mentor to help build positive relationships, monitor progress, and motivate students toward academic success.	Academic Support Program	01/01/2017	12/29/2017	$0	No Funding Required	All staff

Goal 4: School and Community Collaboration- 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 remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 12/29/2017 as measured by K-PREP results and survey results of students, parents, and staff.

Strategy 1:

Family Resource Support - The family resource center will be fully involved in working closely with students and families to reduce barriers to learning that are affecting student learning. This will be done through home visits, conferences, referrals to outside agencies, and serving as liaison between home and school.

Category: Other - Family and Community Support

Activity - Kindergarten Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a mini camp to all incoming kindergartners to ease the transition into school and to help familiarize families with the school environment, staff, and academic expectations.	Behavioral Support Program, Academic Support Program, Parent Involvement	06/01/2017	08/01/2017	$1000	FRYSC	Administration, kindergarten staff, FRC, AmeriCorps, and Interventionists

Strategy 2:

Family Involvement - Pulaski Elementary School will offer opportunities for family engagement and involvement.

Category: Stakeholder Engagement

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will offer an opportunity for parents, students, and community members to participate in a Family Math Night where there will be games and activities to promote excitement about math. Each child will receive take home math games and have a chance to win prizes. Additionally, parents will be given grade level common core math standards for their child.	Academic Support Program, Parent Involvement	12/01/2016	12/30/2016	$1000	FRYSC	Administration and staff

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will be invited to our school for a Family Reading Night where they will participate in reading games and activities, dress as their favorite book character, and end the night with flashlight family reading. Students will receive a free book and primary students will be given a high frequency words list. Guest readers will be invited into the school leading up to the event.	Community Engagement, Academic Support Program, Parent Involvement	03/01/2017	03/31/2017	$1000	FRYSC	Administration and staff

Strategy 3:

Family Communication - School staff will communicate with families using multiple modes to ensure that parents/families receive information in a timely manner.

Category: Stakeholder Engagement

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

Families will be regularly informed about school activities, events, and given information through the following modes: classroom newsletters (paper and electronic), One-Call phone system, school website, email, parent-teacher conferences, PTA meetings, school email notifications, student planners, behavior management systems, positive postcards, character letters, or etc.	Academic Support Program, Parent Involvement	01/02/2017	12/29/2017	$3000	General Fund	Administration and staff

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
Novice Intervention	Novice students will be provided daily intervention services and weekly progress monitoring will occur to monitor student performance. Data review meetings will be held every 4-6 weeks to monitor growth and make revisions to individual student's intervention plan.	Academic Support Program	01/01/2017	12/29/2017	$0	Administration and teachers
Mentoring	Students scoring novice will be assigned a staff mentor to help build positive relationships, monitor progress, and motivate students toward academic success.	Academic Support Program	01/01/2017	12/29/2017	$0	All staff
Novice Watch List	A novice watch list will be created for each grade level. During PLCs, the team will review the progress of students included on the novice watch list.	Academic Support Program	01/01/2017	12/29/2017	$0	Administration and teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCI: Continuous Classroom Improvement	Teachers will engage in continuous classroom improvement focusing on PDSA (plan, do, study, act) model and analysis of student results for increased proficiency in reading and math.	Academic Support Program	01/01/2017	12/29/2017	$1500	Administration and teachers
Student Engagement and Motivation	Teachers will use a variety of engagement and motivational strategies: Academic celebrations, KAGAN structures, student and class goal setting, and award ceremonies.	Academic Support Program	01/01/2017	12/29/2017	$15000	Administration and teachers
				Total	$16500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching	The co-teaching model will be utilized to provide instruction for identified students in the non-duplicated GAP group. This model will provide each student with extra support needed to master grade level standards.	Academic Support Program	01/01/2017	12/29/2017	$125000	Administration and teachers
				Total	$125000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading Night	Parents and students will be invited to our school for a Family Reading Night where they will participate in reading games and activities, dress as their favorite book character, and end the night with flashlight family reading. Students will receive a free book and primary students will be given a high frequency words list. Guest readers will be invited into the school leading up to the event.	Community Engagement, Academic Support Program, Parent Involvement	03/01/2017	03/31/2017	$1000	Administration and staff
Non-Cognitive Data	Contributing factors such as attendance, behaviors, and retention rates will be monitored to determine their effect on students within the non-duplicated GAP groups. If the data suggests a problem in one or more non-cognitive areas, a plan will be created to problem solve: Counseling services, Mental Health referrals and services, Check In/Check Out, Tier II Behavioral Support Team, Positive Behavior Reinforcement (PBIS), Home Visits, Linking families to community supports, Attendance Incentives, Mentoring.	Behavioral Support Program	01/01/2017	12/29/2017	$5000	All staff
Family Math Night	We will offer an opportunity for parents, students, and community members to participate in a Family Math Night where there will be games and activities to promote excitement about math. Each child will receive take home math games and have a chance to win prizes. Additionally, parents will be given grade level common core math standards for their child.	Academic Support Program, Parent Involvement	12/01/2016	12/30/2016	$1000	Administration and staff
Kindergarten Transition	The school will offer a mini camp to all incoming kindergartners to ease the transition into school and to help familiarize families with the school environment, staff, and academic expectations.	Behavioral Support Program, Academic Support Program, Parent Involvement	06/01/2017	08/01/2017	$1000	Administration, kindergarten staff, FRC, AmeriCorps, and Interventionists
				Total	$8000	

General Fund

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

Family Communication	Families will be regularly informed about school activities, events, and given information through the following modes: classroom newsletters (paper and electronic), One-Call phone system, school website, email, parent-teacher conferences, PTA meetings, school email notifications, student planners, behavior management systems, positive postcards, character letters, or etc.	Academic Support Program, Parent Involvement	01/02/2017	12/29/2017	$3000	Administration and staff
Data Progress Monitoring	Teachers and administration will monitor the progress of students in the non-duplicated GAP group to ensure they are progressing academically and modify placement within interventions/acceleration as needed.	Academic Support Program	01/01/2017	12/29/2017	$10000	Administration, teachers, and classified staff.
Data Analysis	Teachers will analyze formative and summative results to determine strengths and weaknesses of the curriculum. Results of this analysis will be shared with stake holders and will be revisited throughout the school year.	Academic Support Program	01/01/2017	12/29/2017	$10000	All certified teachers, administration, classified staff, parents, and students.
				Total	$23000	

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

Pulaski 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		

Comprehensive School Improvement Plan

Pulaski Elementary School

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

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

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

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:

PROFICIENCY- Increase the averaged combined reading and math K-PREP proficiency ratings from 64.9% to 69.2% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency scores for all students from 64.9% to 69.2% by 08/31/2017 as measured by K-PREP.

Strategy1:

Student Engagement and Motivation - Teachers will utilize a variety of motivational and engagement strategies with students.

Category: Stakeholder Engagement

Research Cited:

Activity - Student Engagement and Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of engagement and motivational strategies: Academic celebrations, KAGAN structures, student and class goal setting, and award ceremonies.	Academic Support Program	01/01/2017	12/29/2017	$15000 - Other	Administration and teachers

Strategy2:

Curriculum Assessment and Alignment - All certified staff will collaborate to ensure curriculum alignment throughout grade levels.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze formative and summative results to determine strengths and weaknesses of the curriculum. Results of this analysis will be shared with stake holders and will be revisited throughout the school year.	Academic Support Program	01/01/2017	12/29/2017	$10000 - General Fund	All certified teachers, administration, classified staff, parents, and students.

Activity - CCI: Continuous Classroom Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in continuous classroom improvement focusing on PDSA (plan, do, study, act) model and analysis of student results for increased proficiency in reading and math.	Academic Support Program	01/01/2017	12/29/2017	$1500 - Other	Administration and teachers

Goal 2:

NOVICE REDUCTION- Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 10% by 05/19/2017 as measured by K-PREP.

Strategy1:

Novice Identification and Intervention - Students who scored novice in the areas of reading and math will be individually identified and

targeted for interventions.

Category: Continuous Improvement

Research Cited:

Activity - Novice Watch List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A novice watch list will be created for each grade level. During PLCs, the team will review the progress of students included on the novice watch list.	Academic Support Program	01/01/2017	12/29/2017	$0 - No Funding Required	Administration and teachers

Activity - Novice Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be provided daily intervention services and weekly progress monitoring will occur to monitor student performance. Data review meetings will be held every 4-6 weeks to monitor growth and make revisions to individual student's intervention plan.	Academic Support Program	01/01/2017	12/29/2017	$0 - No Funding Required	Administration and teachers

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring novice will be assigned a staff mentor to help build positive relationships, monitor progress, and motivate students toward academic success.	Academic Support Program	01/01/2017	12/29/2017	$0 - No Funding Required	All staff

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

Goal 1:

PROFICIENCY- Increase the averaged combined reading and math K-PREP proficiency ratings from 64.9% to 69.2% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency scores for all students from 64.9% to 69.2% by 08/31/2017 as measured by K-PREP.

Strategy1:

Student Engagement and Motivation - Teachers will utilize a variety of motivational and engagement strategies with students.

Category: Stakeholder Engagement

Research Cited:

Activity - Student Engagement and Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of engagement and motivational strategies: Academic celebrations, KAGAN structures, student and class goal setting, and award ceremonies.	Academic Support Program	01/01/2017	12/29/2017	$15000 - Other	Administration and teachers

Strategy2:

Curriculum Assessment and Alignment - All certified staff will collaborate to ensure curriculum alignment throughout grade levels.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze formative and summative results to determine strengths and weaknesses of the curriculum. Results of this analysis will be shared with stake holders and will be revisited throughout the school year.	Academic Support Program	01/01/2017	12/29/2017	$10000 - General Fund	All certified teachers, administration, classified staff, parents, and students.

Activity - CCI: Continuous Classroom Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in continuous classroom improvement focusing on PDSA (plan, do, study, act) model and analysis of student results for increased proficiency in reading and math.	Academic Support Program	01/01/2017	12/29/2017	$1500 - Other	Administration and teachers

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

Goal 1:

SCHOOL & COMMUNITY COLLABORATION- 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 remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 12/29/2017 as measured by K-PREP results and survey results of students, parents, and staff.

Strategy1:

Family Resource Support - The family resource center will be fully involved in working closely with students and families to reduce barriers to learning that are affecting student learning. This will be done through home visits, conferences, referrals to outside agencies, and serving as liaison between home and school.

Category: Other - Family and Community Support

Research Cited:

Activity - Kindergarten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a mini camp to all incoming kindergartners to ease the transition into school and to help familiarize families with the school environment, staff, and academic expectations.	Parent Involvement Academic Support Program Behavioral Support Program	06/01/2017	08/01/2017	$1000 - FRYSC	Administration, kindergarten staff, FRC, AmeriCorps, and Interventionists

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

Goal 1:

SCHOOL & COMMUNITY COLLABORATION- 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 remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 12/29/2017 as measured by K-PREP results and survey results of students, parents, and staff.

Strategy1:

Family Communication - School staff will communicate with families using multiple modes to ensure that parents/families receive information in a timely manner.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families will be regularly informed about school activities, events, and given information through the following modes: classroom newsletters (paper and electronic), One-Call phone system, school website, email, parent-teacher conferences, PTA meetings, school email notifications, student planners, behavior management systems, positive postcards, character letters, or etc.	Parent Involvement Academic Support Program	01/02/2017	12/29/2017	$3000 - General Fund	Administration and staff

Strategy2:

Family Involvement - Pulaski Elementary School will offer opportunities for family engagement and involvement.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students will be invited to our school for a Family Reading Night where they will participate in reading games and activities, dress as their favorite book character, and end the night with flashlight family reading. Students will receive a free book and primary students will be given a high frequency words list. Guest readers will be invited into the school leading up to the event.	Parent Involvement Community Engagement Academic Support Program	03/01/2017	03/31/2017	$1000 - FRYSC	Administration and staff

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will offer an opportunity for parents, students, and community members to participate in a Family Math Night where there will be games and activities to promote excitement about math. Each child will receive take home math games and have a chance to win prizes. Additionally, parents will be given grade level common core math standards for their child.	Parent Involvement Academic Support Program	12/01/2016	12/30/2016	$1000 - FRYSC	Administration and staff

Strategy3:

Family Resource Support - The family resource center will be fully involved in working closely with students and families to reduce barriers to learning that are affecting student learning. This will be done through home visits, conferences, referrals to outside agencies, and serving as liaison between home and school.

Category: Other - Family and Community Support

Research Cited:

Activity - Kindergarten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a mini camp to all incoming kindergartners to ease the transition into school and to help familiarize families with the school environment, staff, and academic expectations.	Academic Support Program Behavioral Support Program Parent Involvement	06/01/2017	08/01/2017	$1000 - FRYSC	Administration, kindergarten staff, FRC, AmeriCorps, and Interventionists

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

Goal 1:

Increase the averaged combined Reading and Math proficiency rating for all students in the non-duplicated gap group from 49.3 to 60.4 in 2015.

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/29/2015 as measured by student performance on the KPREP summative assessment..

Strategy1:

Best Practice - Teachers will use scientifically researched-based strategies to decrease achievement gaps between the non-duplicated gap group and the total population of students.

Category: Learning Systems

Research Cited: Kentucky System of Interventions

Activity - Data Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will monitor the progress of students in the non-duplicated gap group to ensure they are progressing academically, and modify placement within interventions/acceleration as needed.	Academic Support Program	09/01/2014	05/29/2015	$0 - No Funding Required	Angela Wilson, Matt Cook, Melissa Prichard, Teachers, Interventionists, Classified staff

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze assessment data from a variety of sources (K-PREP, MAP, AIMSWEB, Classroom Assessments, Lexia, Dreambox, Reading Plus) to determine student achievement within the gap group compared to their peers.	Policy and Process	08/06/2014	05/29/2015	$10000 - General Fund	Angela Wilson, Matt Cook, Melissa Prichard, Teachers, Interventionists, Classified Staff

Activity - Standards-Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Alignment to KCAS-curriculum, instruction, and assessments will be congruent to the Kentucky Core Academic Standards. Professional Development and Professional Learning Communities will be centered around standards-based assessment development, analysis of student results, implementation of instructional strategies that are engaging and ensure appropriate level of fluency and complexity, including visual models and multi-step problem solving.	Academic Support Program	08/06/2014	05/29/2015	$0 - No Funding Required	Angela Wilson, Matt Cook, Melissa Prichard, Teachers

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contributing factors such as attendance, behaviors, and retention rates will be monitored to determine their effect on students within the non-duplicated gap groups. If the data suggests a problem in one or more non-cognitive areas, a plan will be created to problem solve.	Other	08/06/2014	05/29/2015	$0 - No Funding Required	Angela Wilson, Matt Cook, Sue Stickley, Jill Goff, Dusty Phelps, PBIS Tier 1 and Tier 2 teams

Activity - PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and teachers will participate in PLC's (Professional Learning Communities) to analyze curriculum and data to identify gaps, utilize instructional resources aligned to KCAS, analyze classroom assessments, and monitor rigor and quality.	Professional Learning	08/20/2014	05/29/2015	$0 - No Funding Required	Angela Wilson, Matt Cook, Melissa Prichard, Teachers, Interventionists

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP-Increase the averaged combined reading and math K-PREP proficiency ratings in the non-duplicated GAP group from 57.1% to 61.9% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP proficiency rating for all students in the non-duplicated GAP group from 64.9% to 69.2% by 2017. by 05/15/2017 as measured by K-PREP..

Strategy1:

PCIS - The school will follow the Pulaski County Response to Intervention System (PCIS) to identify students in need of intervention or enrichment, develop appropriate intervention plans, monitor progress toward goals, and adjust plans as necessary.

Category: Continuous Improvement

Research Cited:

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Contributing factors such as attendance, behaviors, and retention rates will be monitored to determine their effect on students within the non-duplicated GAP groups. If the data suggests a problem in one or more non-cognitive areas, a plan will be created to problem solve: Counseling services, Mental Health referrals and services, Check In/Check Out, Tier II Behavioral Support Team, Positive Behavior Reinforcement (PBIS), Home Visits, Linking families to community supports, Attendance Incentives, Mentoring.	Behavioral Support Program	01/01/2017	12/29/2017	$5000 - FRYSC	All staff

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The co-teaching model will be utilized to provide instruction for identified students in the non-duplicated GAP group. This model will provide each student with extra support needed to master grade level standards.	Academic Support Program	01/01/2017	12/29/2017	$125000 - Title I Schoolwide	Administration and teachers

Activity - Data Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will monitor the progress of students in the non-duplicated GAP group to ensure they are progressing academically and modify placement within interventions/acceleration as needed.	Academic Support Program	01/01/2017	12/29/2017	$10000 - General Fund	Administration, teachers, and classified staff.

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:

SCHOOL & COMMUNITY COLLABORATION- 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 remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students by 12/29/2017 as measured by K-PREP results and survey results of students, parents, and staff.

Strategy1:

Family Communication - School staff will communicate with families using multiple modes to ensure that parents/families receive information in a timely manner.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families will be regularly informed about school activities, events, and given information through the following modes: classroom newsletters (paper and electronic), One-Call phone system, school website, email, parent-teacher conferences, PTA meetings, school email notifications, student planners, behavior management systems, positive postcards, character letters, or etc.	Academic Support Program Parent Involvement	01/02/2017	12/29/2017	$3000 - General Fund	Administration and staff

Strategy2:

Family Involvement - Pulaski Elementary School will offer opportunities for family engagement and involvement.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students will be invited to our school for a Family Reading Night where they will participate in reading games and activities, dress as their favorite book character, and end the night with flashlight family reading. Students will receive a free book and primary students will be given a high frequency words list. Guest readers will be invited into the school leading up to the event.	Academic Support Program Community Engagement Parent Involvement	03/01/2017	03/31/2017	$1000 - FRYSC	Administration and staff

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will offer an opportunity for parents, students, and community members to participate in a Family Math Night where there will be games and activities to promote excitement about math. Each child will receive take home math games and have a chance to win prizes. Additionally, parents will be given grade level common core math standards for their child.	Academic Support Program Parent Involvement	12/01/2016	12/30/2016	$1000 - FRYSC	Administration and staff

Strategy3:

Family Resource Support - The family resource center will be fully involved in working closely with students and families to reduce barriers to

learning that are affecting student learning. This will be done through home visits, conferences, referrals to outside agencies, and serving as liaison between home and school.

Category: Other - Family and Community Support

Research Cited:

Activity - Kindergarten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a mini camp to all incoming kindergartners to ease the transition into school and to help familiarize families with the school environment, staff, and academic expectations.	Parent Involvement Behavioral Support Program Academic Support Program	06/01/2017	08/01/2017	$1000 - FRYSC	Administration, kindergarten staff, FRC, AmeriCorps, and Interventionists

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?

Pulaski Elementary School is one of the largest elementary schools in our district, serving more than 650 students. While our population is diverse, a vast majority of our students are Caucasian, with approximately 66.7% of our student population qualifying for free or reduced lunch. We are accredited by the Southern Association of Schools and Colleges and are one of eight elementary schools in the distinguished Pulaski County School district. Centrally located in Somerset, Kentucky, Pulaski Elementary sits on the northern border of the largest city in the county, but maintains the charm of a rural community. The school benefits from the involvement of many community members who volunteer their time and skills to support the school. At Pulaski Elementary, we believe each student, teacher, parent, staff member, and community supporter is vital to fulfilling our mission and ensuring the success of all.

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.

Pulaski Elementary School's mission is to provide all students with an education that prepares them to be competitive in the local and global workplaces. We provide enrichment, intervention, and ancillary services that ensure students become productive, life-long learners, who demonstrate high achievement and noble character. The mission and vision of our school were created with input from all staff members. The mission of Pulaski Elementary School is total commitment to high student achievement and character accomplished through a partnership of staff, students, and community. Our vision is that Pulaski Elementary students will be enthusiastic about coming to school where each person respects others' values and feelings. They will be proficient in content areas, have the ability to make wise and informed decisions, have personal pride in their abilities and a strong work ethic, and dedicated educators will provide a comprehensive curriculum with opportunities for all student to achieve success and a love for learning.

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.

Pulaski Elementary we feel our students have a wide variety of programs and extra-curricular clubs in which to participate. These include our award-winning academic teams (comprised of future problem solving, quick recall, composition, and written assessment), Student Technology Leadership Program, NASP Archery, PCYL Boys and Girls Basketball teams, PCYL Football team, PCYL Cheerleaders, cross country, track, Drama Club, Chorus, Art Club, and STAR Students. At Pulaski Elementary students truly have an opportunity to have a wellrounded, multidimensional educational opportunity.

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 goal is continuous improvement through meaningful and rigorous instruction. Priority is placed on curriculum, instruction, and assessment to ensure we are reaching all students. Research-based core and intervention programs provide consistent curriculum and instruction. We continuously refine our Response to Intervention (RTI) model in order to meet the needs of all learners. Staff members seek professional learning opportunities that will ensure success for all students.