Comprehensive School Improvement

Plan

Shopville Elementary School

Pulaski County

Mr. Kent Mayfield, Principal
10 Shopville Rd
Somerset, KY 42503-5410

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SHES CSIP (Jan. 2017-Dec. 2017)

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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.		SHES 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.

When comparing data from the previous school year, a couple of positive trends should be noted. For example, while still above the district average, the school's teacher turnover rate has decreased twelve percentage points to 22.2%. Additionally, we have no teachers that have been emergency certified and 100% percent of our teachers are classified as highly qualified as documented in the 2015-2016 School Report Card.

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.

The barriers identified in this analysis include the fact that the school has larger percentages of students with disabilities and from poverty than the district with a higher teacher turn over rate than our district. While some teacher turn over should be expected, the school believes that it is critical to recruit and retain the strongest teachers possible for our students.

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.		SHES 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 combined reading and math K-PREP proficiency ratings from 60.6% to 67.1% by 2017.

Measurable Objective 1:
collaborate to improve the combined reading and math proficiency rating to 67.1% by 05/15/2017 as measured by K-PREP.

Strategy1:
Curriculum Refinement - The curriculum will be revised and adjusted based upon student and school needs.
Category: Learning Systems
Research Cited:

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-5 will be provided a common planning time at least once per quarter to meet with teachers from the same content area. Minutes of these meetings will be provided to the leadership team.	Professional Learning	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

Activity - TEAM	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 will participate in an on-going, multi-year teacher induction program called Pulaski TEAM. In addition to new teachers, experienced teachers that are new to the Pulaski County School District will also participate in TEAM.	Recruitment and Retention	01/16/2017	12/18/2017	$0 - No Funding Required	Amy Polston

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SHES teachers will participate in appropriate district level PLCs (grade level, content area, etc.) in order to revise the curriculum timelines, assessments, unit plans, and lesson plans.	Professional Learning	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

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?

Kent Mayfield, Principal

Lorie Carter, Guidance Counselor

Jordan Smallwood, FRC Coordinator

Kristina Millay, Primary Teacher

Stephanie Halcomb, Intermediate Teacher

Ashley Mofield, Special Education Teacher, Parent, SBDM member

Janet New, Library/Media Specialist, SBDM member

Shannon Dick, Curriculum Specialist

Relationship Building

Overall Rating: 3.14

	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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
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: 3.14

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff 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: 2.0

	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.83

	Statement or Question	**Response**	**Rating**
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 3.33

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

Community Partnerships

Overall Rating: 2.67

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

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

Strengths noted as a result of the Missing Piece self-assessment include:

   -Parents and community members feel comfortable and welcomed when visiting the school.

   -Parents are valued as active members in their child's education.

   -The FRC and PTA are vital to our school and to our families.

The primary area in need of improvement is to increase community partnerships. As a school, we plan on researching how other elementary schools create and utilize community partnerships.

Report Summary

Scores By Section

Section Score
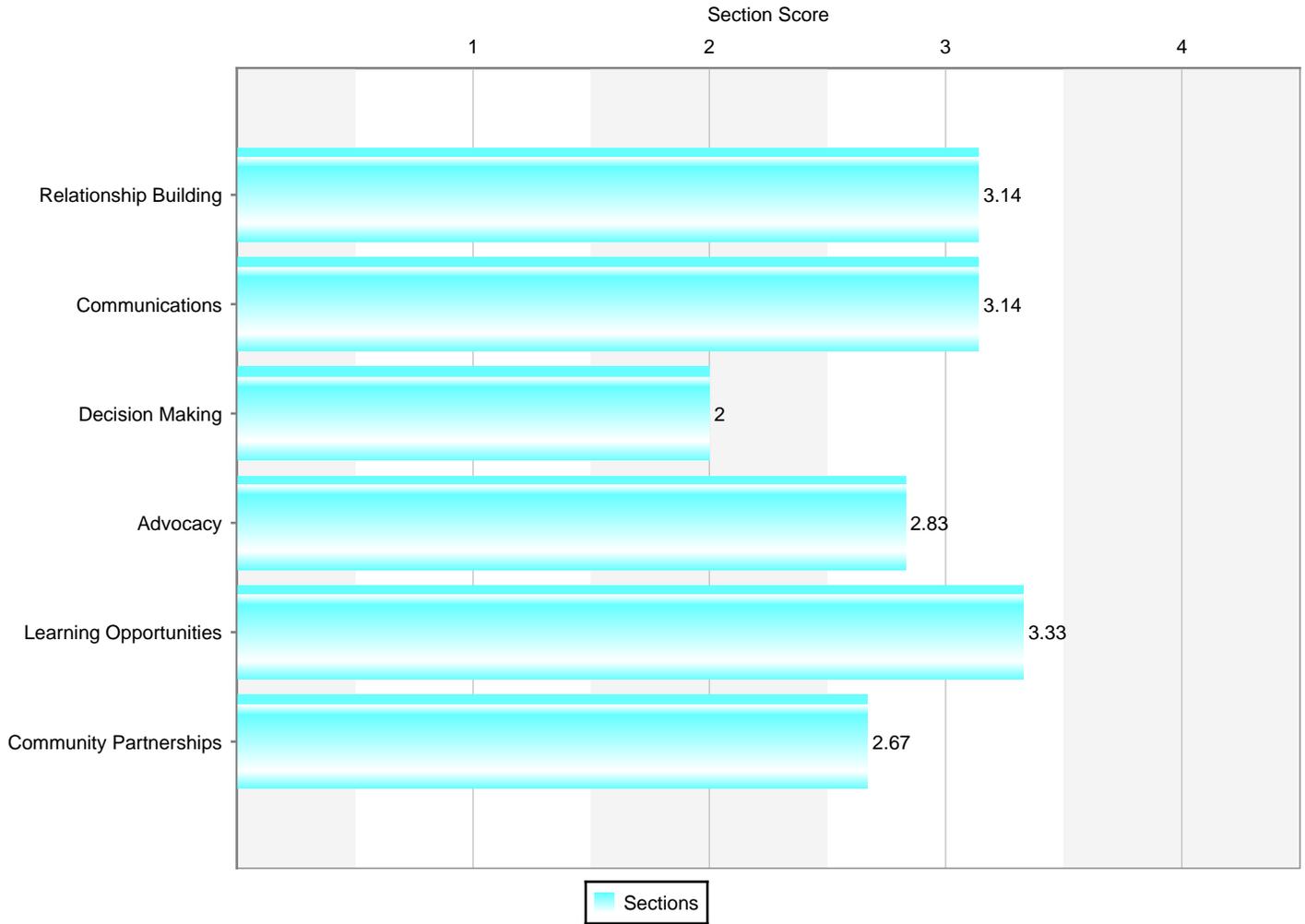
Improvement Plan Stakeholder Involvement

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.

The majority of the improvement planning process occurred during data analysis days, PLC meetings, Growth day meetings with the staff, and through the SBDM council meetings. As the plan was revised, it was shared electronically with staff.

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

Teachers, leadership, and parent members of the SBDM council were involved in the development and evaluation of the improvement plan.

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

The final improvement plan is published on the school website and copies of the plan are available in the office. The SBDM council monitors the progress of the plan at scheduled monthly meetings. As progress notes are added to the plan, it is updated on the website as well as submitted to the central office.

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?

At Shopville Elementary School, data analysis occurs on a daily basis on many different levels. Sources of the data (academic and nonacademic) that we examine include: K-Prep results, data from MAP benchmark asssessments, AIMSweb benchmarks and progress monitoring data, classroom assessment data, data from our supplemental computer programs (Lexia, Reading Plus, i-Ready), information obtained through program review process, attendance data, behavioral data, survey results (TELL survey, FRC surveys, Advanc-Ed surveys), etc.

The ultimate purpose for analyzing our data is to determine if what we are doing is effective for our students. We want to know if the instructional programs, techniques, and strategies in use throughout the school are positively impacting student achievement.
When looking at K-Prep results this year, we see that as a whole, our scores have improved from the previous year. The data does not tell us the specific strengths and weaknesses from each content area. It is difficult to make appropriate changes to our curriculum maps when we don't know specific data concerning the subdomains of the the content area. For example, when analyzing reading data, we need to know if our students scored well on literature based questions but didn't score as well with informational text-based questions. This type of analysis would assist us tremendously when revising our curriculum.

Stakeholders have other unanswered questions such as how did our students do on extended response type questions compared to multiple choice questions? Were the lower scores due to lack of content knowledge or the students not being able to succinctly communicate their thoughts in the extended response questions? In each grade level and content area, which sub-domains were higher or lower than the others? If stakeholders were able to gain answers to these questions, it would be much easier to determine programming changes that would better meet student needs.

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?

We definitely have cause to celebrate at Shopville Elementary School. We are labeled a Distinguished school based upon our K-Prep scores from the 2015-2016 year. While, as a school, we are pleased with the Distinguished designation, we are not satisfied with that. We are ready to earn back our School of Distinction classification.

There are plenty of good things happening at the school to help us achieve this goal. The school's RTI system is improving each year. After benchmarking data is analyzed, students are identified for and provided interventions based upon individual strengths and weaknesses. These plans are revised based on the analysis of the student's progress monitoring data. We are a PBIS school and work together to ensure that procedures are in place and that we continually reflect on and improve our PBIS initiative. Student goal setting has also had a very positive effect on students as they are becoming more intrinsically motivated to achieve the goals they have set for themselves.

Opportunities for Improvement

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

Data analysis helped us determine that the main area in need of improvement is writing. Based on classroom assessments, our students know and understand the content but many struggle to demonstrate their learning through writing. In order to address this need, we have had multiple PD opportunities for writing. We have implemented school-wide strategies based on methods and techniques learned through the Abell and Atherton writing trainings. Monthly on-demand prompts, perfect paragraphing, and analysis of on-demand writing samples in PLCs all are being implemented to improve our students' achievement in writing.

Conclusion

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

In order to improve the writing program throughout the school, the staff has committed to working together to improve writing instruction at all grade levels. Professional learning concerning best practices in writing will continue. We will also use the Writing folder in the F drive as a resource for all teachers, with teachers adding content and work samples as necessary. As a result of the strong, school-wide focus and a common school-wide writing program, teachers will be able to use a common language when teaching writing and they will become more comfortable with the process.

SHES CSIP (Jan. 2017-Dec. 2017)

Overview

Plan Name

SHES CSIP (Jan. 2017-Dec. 2017)

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	Proficiency: Increase the combined reading and math K-PREP proficiency ratings from 60.6% to 67.1% by 2017.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	$28000
2	Gap: Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 55.4% to 64.2% by 2017.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	$55400
3	2016-17 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
4	Novice Reduction: Reduce the number of reading and math K-PREP novice ratings by 10% by 2017	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	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: 2 Activities: 6	Organizational	$500

Goal 1: Proficiency: Increase the combined reading and math K-PREP proficiency ratings from 60.6% to 67.1% by 2017.

Measurable Objective 1:

collaborate to improve the combined reading and math proficiency rating to 67.1% by 05/15/2017 as measured by K-PREP.

Strategy 1:

Literacy - All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. As a result of high quality teaching and learning, students will leave Shopville as proficient in the different facets of literacy (listening, speaking, reading, writing,
observing). The core program to be used for reading instruction is Reading Wonders by McGraw-Hill. The core program may be supplemented by research-based programs and strategies (Lexia Core5, Reading Plus, Reading Mastery, Corrective Reading, Waterford, etc.).

Category: Continuous Improvement

Activity - Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will utilize the research-based, KCAS-aligned program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Direct Instruction	01/03/2017	12/18/2017	$5000	Title I Schoolwide	Kent Mayfield

Activity - Supplemental Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5 and/or Reading Plus.	Technology	01/03/2017	12/18/2017	$6000	Title I Part A	Kent Mayfield

Activity - Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize the F drive to share writing resources including the schools' writing policy, the district writing program, and the school-wide writing plan.	Academic Support Program	01/03/2017	12/18/2017	$0	No Funding Required	Shannon Dick

Activity - ELA Schedule Requirements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-2 classes will have a 2 hour ELA block each morning. Grades 3-5 will have at least 90 minutes of ELA instruction each day.	Policy and Process, Academic Support Program	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Strategy 2:

Curriculum Refinement - The curriculum will be revised and adjusted based upon student and school needs.

Category: Learning Systems

Activity - District PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SHES teachers will participate in appropriate district level PLCs (grade level, content area, etc.) in order to revise the curriculum timelines, assessments, unit plans, and lesson plans.	Professional Learning	01/03/2017	12/18/2017	$0	No Funding Required	Kent Mayfield

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will be provided a common planning time at least once per quarter to meet with teachers from the same content area. Minutes of these meetings will be provided to the leadership team.	Professional Learning	01/03/2017	12/18/2017	$0	No Funding Required	Kent Mayfield

Activity - TEAM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to train and retain highly qualified teachers, all first and second year teachers will participate in an on-going, multi-year teacher induction program called Pulaski TEAM. In addition to new teachers, experienced teachers that are new to the Pulaski County School District will also participate in TEAM.	Recruitment and Retention	01/16/2017	12/18/2017	$0	No Funding Required	Amy Polston

Activity - Standards Based Units and Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All units will be based on the KY Core Academic Standards. Formative and summative assessments will be included in units and the results will be used to adjust instruction throughout the unit. Results will be stored in the teacher's data binder to be shared and discussed during PLCs.	Academic Support Program	01/03/2017	12/18/2017	$0	No Funding Required	Kent Mayfield

Strategy 3:

Mathematics - All students will be provided high quality mathematics instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention/enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient mathematicians.

Category: Continuous Improvement

Activity - Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Ready and My Math (McGraw-Hill) will be utilized as core programs but will be supplemented with other materials (KCM, Purple book, etc.) to ensure standards mastery.	Academic Support Program	01/03/2017	12/18/2017	$13000	Title I Part A	Kent Mayfield

Activity - Supplemental Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the individualized, adaptive, computer-assisted program, i-Ready. Diagnostic assessments, growth monitoring, and students' daily response to instruction will be monitored through the program.	Technology	01/03/2017	12/15/2017	$4000	Title I Part A	Kent Mayfield

Goal 2: Gap: Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 55.4% to 64.2% by 2017.

Measurable Objective 1:

collaborate to improved the non-duplicated gap groups proficiency rating to 64.2% by 05/19/2017 as measured by K-PREP.

Strategy 1:

Assessment Administration and Analysis - The assessment plan includes an appropriate balance of universal screeners, diagnostic assessments, formative assessments, and summative assessments. As assessment results become available, data will be analyzed and appropriate adjustments will be made.

Category: Continuous Improvement

Activity - Tier I: Universal Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSweb Plus will be used to screen all kindergarten and 1st grade students in August, January, and May. The NWEA MAP assessment will be used to provide screening and diagnostic information for all K-5 students. MAP will be administered in August, December, and March.	Academic Support Program	01/09/2017	12/08/2017	$5000	State Funds	Shannon Dick

Activity - Tier II and III: Progress monitoring data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSweb Plus will be utilized to monitor the progress of all students receiving academic interventions. Behavioral interventions will be monitored in SWIS.	Academic Support Program	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Activity - Analysis of Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon completion of each universal screener administration, the RTI team will analyze the data to determine which students require interventions. All students below the 10th percentile will receive pull-out interventions and will be progress monitored on a weekly basis. Students between the 11th and 24th percentiles will receive intervention services either in a pull-out setting or provided in-class by the regular teacher.	Academic Support Program	01/03/2017	12/15/2017	$50000	Math Achievement Fund	Kent Mayfield

Strategy 2:

Response to Intervention - 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: Learning Systems

Activity - Intervention Services	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 maintain lesson plans and progress monitoring documentation.	Academic Support Program	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Activity - FRC Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program	01/03/2017	12/15/2017	$0	FRYSC	Jordan Smallwood

Activity - Co-teaching Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Behavioral Support Program, Policy and Process, Direct Instruction, Academic Support Program	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Activity - RTI Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All families will be provided informational brochures and letters to explain the RTI process at the beginning of the school year. In addition, those parents/guardians of students in Tier II or Tier III will also be notified that their children are receiving interventions, invited to RTI meetings to discuss progress and develop intervention plans, and sent progress monitoring data on a regular basis.	Parent Involvement, Policy and Process	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Strategy 3:

School Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Early Learning

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the state's definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions that the parents may have.	Parent Involvement	01/03/2017	12/15/2017	$0	Other	Amy Polston

Activity - Preschool-K Transition Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Behavioral Support Program, Academic Support Program	04/10/2017	05/12/2017	$0	No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergarteners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Professional Learning	01/03/2017	05/31/2017	$0	No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Behavioral Support Program, Academic Support Program	07/24/2017	09/22/2017	$0	No Funding Required	Shannon Dick

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

The school will offer a 3 day mini-camp to all incoming kindergartners to ease the transition into school.	Behavioral Support Program, Extra Curricular, Academic Support Program	07/24/2017	08/04/2017	$400	General Fund	Shannon Dick

Goal 3: 2016-17 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 proficiency in all areas of the Program Review by 05/15/2017 as measured by KDE Program Review Rubrics .

Strategy 1:

Regular monitoring of progress - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

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.	Policy and Process	01/03/2017	12/15/2017	$0	No Funding Required	Shannon Dick

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.	Policy and Process	01/03/2017	12/15/2017	$0	No Funding Required	Mike Braun

Goal 4: Novice Reduction: Reduce the number of reading and math K-PREP novice ratings by 10% by 2017

Measurable Objective 1:

collaborate to reduce the novice ratings in reading and math 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 or math will be individually identified and targeted for interventions.

Category: Learning Systems

Activity - Novice Watch List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will develop a Novice Watch List for their assessment binder. During PLCs, the team will review the progress of students included on the Novice Watch List.	Behavioral Support Program, Academic Support Program	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Activity - Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be assigned a mentor to work with the students to improve the child's effort and achievement. Students in need of a mentor will be identified through teacher recommendation and the RTI team.	Behavioral Support Program, Academic Support Program	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Goal 5: 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 by 05/19/2017 as measured by K-PREP results and survey of students, parents, and staff.

Strategy 1:

School Safety - Teachers and students will receive safety instruction and practice skills and procedures to minimize possible dangers.

Category: Management Systems

Comprehensive School Improvement Plan

Shopville Elementary School

Activity - Bullying and Harassment Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in anti-bullying/harassment instruction. Instruction will include teaching students what bullying/harassment is (and is not), effective strategies for dealing with these situations, the importance of reporting incidences to an adult, and how to respond if it is happening to someone else.	Behavioral Support Program, Policy and Process	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Activity - Emergency Management Plan and Emergency Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.	Policy and Process	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Activity - VIG/ NGA event	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 5th graders will participate in VIG or NGA. These days will focus on anti-bullying, self-esteem building, social skills, and digital citizenship.	Behavioral Support Program	08/14/2017	09/29/2017	$500	General Fund	Lorie Carter

Strategy 2:

Family Communication - School staff will share relevant information and engage families through multiple modes of communication.

Category: Management Systems

Activity - Communication Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, school website, email, parent-teacher conferences (face-to-face and phone), PTA meetings, Central Communicator, and the local newspaper.	Parent Involvement	01/03/2017	12/15/2017	$0	No Funding Required	Kent Mayfield

Activity - FRC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Behavioral Support Program, Parent Involvement, Academic Support Program	01/03/2017	12/15/2017	$0	No Funding Required	Jordan Smallwood

Activity - Title I Compact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The school's Title I Compact will be shared with all families each year.	Parent Involvement, Policy and Process	08/07/2017	08/31/2017	$0	No Funding Required	Kent Mayfield

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Program	Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Ready and My Math (McGraw-Hill) will be utilized as core programs but will be supplemented with other materials (KCM, Purple book, etc.) to ensure standards mastery.	Academic Support Program	01/03/2017	12/18/2017	$13000	Kent Mayfield
Supplemental Programs	All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5 and/or Reading Plus.	Technology	01/03/2017	12/18/2017	$6000	Kent Mayfield
Supplemental Programs	All students will participate in the individualized, adaptive, computer-assisted program, i-Ready. Diagnostic assessments, growth monitoring, and students' daily response to instruction will be monitored through the program.	Technology	01/03/2017	12/15/2017	$4000	Kent Mayfield
				Total	$23000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-teaching Classes	Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Behavioral Support Program, Policy and Process, Direct Instruction, Academic Support Program	01/03/2017	12/15/2017	$0	Kent Mayfield
TEAM	In an effort to train and retain highly qualified teachers, all first and second year teachers will participate in an on-going, multi-year teacher induction program called Pulaski TEAM. In addition to new teachers, experienced teachers that are new to the Pulaski County School District will also participate in TEAM.	Recruitment and Retention	01/16/2017	12/18/2017	$0	Amy Polston

Comprehensive School Improvement Plan

Shopville Elementary School

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.	Policy and Process	01/03/2017	12/15/2017	$0	Shannon Dick
Teacher Collaboration	preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergarteners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Professional Learning	01/03/2017	05/31/2017	$0	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross
Intervention Services	Identified students will participate in interventions on a daily basis. Interventionists will maintain lesson plans and progress monitoring documentation.	Academic Support Program	01/03/2017	12/15/2017	$0	Kent Mayfield
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.	Policy and Process	01/03/2017	12/15/2017	$0	Mike Braun
Writing Program	The school will utilize the F drive to share writing resources including the schools' writing policy, the district writing program, and the school-wide writing plan.	Academic Support Program	01/03/2017	12/18/2017	$0	Shannon Dick
Emergency Management Plan and Emergency Drills	The Emergency Management Plan (EMP) will be reviewed with teachers. The school will practice the procedures in the EMP with students according to the District emergency drill schedule.	Policy and Process	01/03/2017	12/15/2017	$0	Kent Mayfield
Title I Compact	The school's Title I Compact will be shared with all families each year.	Parent Involvement, Policy and Process	08/07/2017	08/31/2017	$0	Kent Mayfield
Preschool-K Transition Day	Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Behavioral Support Program, Academic Support Program	04/10/2017	05/12/2017	$0	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross
Tier II and III: Progress monitoring data	AIMSweb Plus will be utilized to monitor the progress of all students receiving academic interventions. Behavioral interventions will be monitored in SWIS.	Academic Support Program	01/03/2017	12/15/2017	$0	Kent Mayfield
District PLCs	SHES teachers will participate in appropriate district level PLCs (grade level, content area, etc.) in order to revise the curriculum timelines, assessments, unit plans, and lesson plans.	Professional Learning	01/03/2017	12/18/2017	$0	Kent Mayfield

Brigance	All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Behavioral Support Program, Academic Support Program	07/24/2017	09/22/2017	$0	Shannon Dick
Communication Methods	Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, school website, email, parent-teacher conferences (face-to-face and phone), PTA meetings, Central Communicator, and the local newspaper.	Parent Involvement	01/03/2017	12/15/2017	$0	Kent Mayfield
Novice Watch List	Each teacher will develop a Novice Watch List for their assessment binder. During PLCs, the team will review the progress of students included on the Novice Watch List.	Behavioral Support Program, Academic Support Program	01/03/2017	12/15/2017	$0	Kent Mayfield
Standards Based Units and Lessons	All units will be based on the KY Core Academic Standards. Formative and summative assessments will be included in units and the results will be used to adjust instruction throughout the unit. Results will be stored in the teacher's data binder to be shared and discussed during PLCs.	Academic Support Program	01/03/2017	12/18/2017	$0	Kent Mayfield
Bullying and Harassment Prevention	All students will participate in anti-bullying/harassment instruction. Instruction will include teaching students what bullying/harassment is (and is not), effective strategies for dealing with these situations, the importance of reporting incidences to an adult, and how to respond if it is happening to someone else.	Behavioral Support Program, Policy and Process	01/03/2017	12/15/2017	$0	Kent Mayfield
RTI Parent Communication	All families will be provided informational brochures and letters to explain the RTI process at the beginning of the school year. In addition, those parents/guardians of students in Tier II or Tier III will also be notified that their children are receiving interventions, invited to RTI meetings to discuss progress and develop intervention plans, and sent progress monitoring data on a regular basis.	Parent Involvement, Policy and Process	01/03/2017	12/15/2017	$0	Kent Mayfield
Mentors	Identified students will be assigned a mentor to work with the students to improve the child's effort and achievement. Students in need of a mentor will be identified through teacher recommendation and the RTI team.	Behavioral Support Program, Academic Support Program	01/03/2017	12/15/2017	$0	Kent Mayfield
Vertical Planning Meetings	Teachers in grades 3-5 will be provided a common planning time at least once per quarter to meet with teachers from the same content area. Minutes of these meetings will be provided to the leadership team.	Professional Learning	01/03/2017	12/18/2017	$0	Kent Mayfield

Comprehensive School Improvement Plan

Shopville Elementary School

FRC	The FRC director will conduct home visits and initiate communication with families to better inform families and to remove barriers to learning for children.	Behavioral Support Program, Parent Involvement, Academic Support Program	01/03/2017	12/15/2017	$0	Jordan Smallwood
ELA Schedule Requirements	All K-2 classes will have a 2 hour ELA block each morning. Grades 3-5 will have at least 90 minutes of ELA instruction each day.	Policy and Process, Academic Support Program	01/03/2017	12/15/2017	$0	Kent Mayfield
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Preschool Parent Orientation	Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the state's definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions that the parents may have.	Parent Involvement	01/03/2017	12/15/2017	$0	Amy Polston
				Total	$0	

Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of Universal Screener	Upon completion of each universal screener administration, the RTI team will analyze the data to determine which students require interventions. All students below the 10th percentile will receive pull-out interventions and will be progress monitored on a weekly basis. Students between the 11th and 24th percentiles will receive intervention services either in a pull-out setting or provided in-class by the regular teacher.	Academic Support Program	01/03/2017	12/15/2017	$50000	Kent Mayfield
				Total	$50000	

FRYSC

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

FRC Intervention Support	The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Behavioral Support Program, Parent Involvement, Policy and Process, Academic Support Program	01/03/2017	12/15/2017	$0	Jordan Smallwood
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier I: Universal Screeners	AIMSweb Plus will be used to screen all kindergarten and 1st grade students in August, January, and May. The NWEA MAP assessment will be used to provide screening and diagnostic information for all K-5 students. MAP will be administered in August, December, and March.	Academic Support Program	01/09/2017	12/08/2017	$5000	Shannon Dick
				Total	$5000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Core Instruction	Reading teachers will utilize the research-based, KCAS-aligned program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Direct Instruction	01/03/2017	12/18/2017	$5000	Kent Mayfield
				Total	$5000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
VIG/ NGA event	All 5th graders will participate in VIG or NGA. These days will focus on anti-bullying, self-esteem building, social skills, and digital citizenship.	Behavioral Support Program	08/14/2017	09/29/2017	$500	Lorie Carter

Kindergarten Camp	The school will offer a 3 day mini-camp to all incoming kindergartners to ease the transition into school.	Behavioral Support Program, Extra Curricular, Academic Support Program	07/24/2017	08/04/2017	$400	Shannon Dick
				Total	$900	

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

Shopville 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

Shopville 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.	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:

Proficiency: Increase the combined reading and math K-PREP proficiency ratings from 60.6% to 67.1% by 2017.

Measurable Objective 1:

collaborate to improve the combined reading and math proficiency rating to 67.1% by 05/15/2017 as measured by K-PREP.

Strategy1:

Literacy - All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. As a result of high quality teaching and learning, students will leave Shopville as proficient in the different facets of literacy (listening, speaking, reading, writing, observing). The core program to be used for reading instruction is Reading Wonders by McGraw-Hill. The core program may be supplemented by research-based programs and strategies (Lexia Core5, Reading Plus, Reading Mastery, Corrective Reading, Waterford, etc.).

Category: Continuous Improvement

Research Cited:

Activity - ELA Schedule Requirements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-2 classes will have a 2 hour ELA block each morning. Grades 3-5 will have at least 90 minutes of ELA instruction each day.	Academic Support Program Policy and Process	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Strategy2:

Curriculum Refinement - The curriculum will be revised and adjusted based upon student and school needs.

Category: Learning Systems

Research Cited:

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-5 will be provided a common planning time at least once per quarter to meet with teachers from the same content area. Minutes of these meetings will be provided to the leadership team.	Professional Learning	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

Goal 2:

Gap: Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 55.4% to 64.2% by 2017.

Measurable Objective 1:

collaborate to improved the non-duplicated gap groups proficiency rating to 64.2% by 05/19/2017 as measured by K-PREP.

Strategy1:

School Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Behavioral Support Program Academic Support Program	07/24/2017	09/22/2017	$0 - No Funding Required	Shannon Dick

Activity - Preschool-K Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Academic Support Program Behavioral Support Program	04/10/2017	05/12/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergarteners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Professional Learning	01/03/2017	05/31/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the state's definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions that the parents may have.	Parent Involvement	01/03/2017	12/15/2017	$0 - Other	Amy Polston

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a 3 day mini-camp to all incoming kindergartners to ease the transition into school.	Academic Support Program Extra Curricular Behavioral Support Program	07/24/2017	08/04/2017	$400 - General Fund	Shannon Dick

Strategy2:

Response to Intervention - 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: Learning Systems

Research Cited:

Activity - Co-teaching Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Academic Support Program Direct Instruction Policy and Process Behavioral Support Program	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

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

Goal 1:

Proficiency: Increase the combined reading and math K-PREP proficiency ratings from 60.6% to 67.1% by 2017.

Measurable Objective 1:

collaborate to improve the combined reading and math proficiency rating to 67.1% by 05/15/2017 as measured by K-PREP.

Strategy1:

Curriculum Refinement - The curriculum will be revised and adjusted based upon student and school needs.

Category: Learning Systems

Research Cited:

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SHES teachers will participate in appropriate district level PLCs (grade level, content area, etc.) in order to revise the curriculum timelines, assessments, unit plans, and lesson plans.	Professional Learning	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

Activity - TEAM	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 will participate in an on-going, multi-year teacher induction program called Pulaski TEAM. In addition to new teachers, experienced teachers that are new to the Pulaski County School District will also participate in TEAM.	Recruitment and Retention	01/16/2017	12/18/2017	$0 - No Funding Required	Amy Polston

Activity - Standards Based Units and Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All units will be based on the KY Core Academic Standards. Formative and summative assessments will be included in units and the results will be used to adjust instruction throughout the unit. Results will be stored in the teacher's data binder to be shared and discussed during PLCs.	Academic Support Program	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-5 will be provided a common planning time at least once per quarter to meet with teachers from the same content area. Minutes of these meetings will be provided to the leadership team.	Professional Learning	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

Strategy2:

Literacy - All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. As a result of high quality teaching and learning, students will leave Shopville as proficient in the different facets of literacy (listening, speaking, reading, writing, observing). The core program to be used for reading instruction is Reading Wonders by McGraw-Hill. The core program may be supplemented by research-based programs and strategies (Lexia Core5, Reading Plus, Reading Mastery, Corrective Reading, Waterford, etc.).

Category: Continuous Improvement

Research Cited:

Activity - ELA Schedule Requirements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-2 classes will have a 2 hour ELA block each morning. Grades 3-5 will have at least 90 minutes of ELA instruction each day.	Academic Support Program Policy and Process	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - Supplemental Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5 and/or Reading Plus.	Technology	01/03/2017	12/18/2017	$6000 - Title I Part A	Kent Mayfield

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the F drive to share writing resources including the schools' writing policy, the district writing program, and the school-wide writing plan.	Academic Support Program	01/03/2017	12/18/2017	$0 - No Funding Required	Shannon Dick

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will utilize the research-based, KCAS-aligned program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Direct Instruction	01/03/2017	12/18/2017	$5000 - Title I Schoolwide	Kent Mayfield

Strategy3:

Mathematics - All students will be provided high quality mathematics instruction that is aligned to KCAS and includes appropriate materials,

effective instructional strategies, assessments, and intervention/enrichment opportunities. As a result of high quality teaching and learning,

students will move to the next level as proficient mathematicians.

Category: Continuous Improvement

Research Cited:

Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Ready and My Math (McGraw-Hill) will be utilized as core programs but will be supplemented with other materials (KCM, Purple book, etc.) to ensure standards mastery.	Academic Support Program	01/03/2017	12/18/2017	$13000 - Title I Part A	Kent Mayfield

Activity - Supplemental Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the individualized, adaptive, computer-assisted program, i-Ready. Diagnostic assessments, growth monitoring, and students' daily response to instruction will be monitored through the program.	Technology	01/03/2017	12/15/2017	$4000 - Title I Part A	Kent Mayfield

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

Goal 1:

Gap: Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 55.4% to 64.2% by 2017.

Measurable Objective 1:

collaborate to improved the non-duplicated gap groups proficiency rating to 64.2% by 05/19/2017 as measured by K-PREP.

Strategy1:

School Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Early Learning

Research Cited:

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the state's definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions that the parents may have.	Parent Involvement	01/03/2017	12/15/2017	$0 - Other	Amy Polston

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergarteners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Professional Learning	01/03/2017	05/31/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Preschool-K Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Behavioral Support Program Academic Support Program	04/10/2017	05/12/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Academic Support Program Behavioral Support Program	07/24/2017	09/22/2017	$0 - No Funding Required	Shannon Dick

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a 3 day mini-camp to all incoming kindergartners to ease the transition into school.	Academic Support Program Behavioral Support Program Extra Curricular	07/24/2017	08/04/2017	$400 - General Fund	Shannon Dick

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

Goal 1:

Gap: Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 55.4% to 64.2% by 2017.

Measurable Objective 1:

collaborate to improved the non-duplicated gap groups proficiency rating to 64.2% by 05/19/2017 as measured by K-PREP.

Strategy1:

School Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Behavioral Support Program Academic Support Program	07/24/2017	09/22/2017	$0 - No Funding Required	Shannon Dick

Activity - Preschool-K Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Behavioral Support Program Academic Support Program	04/10/2017	05/12/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergarteners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Professional Learning	01/03/2017	05/31/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a 3 day mini-camp to all incoming kindergartners to ease the transition into school.	Academic Support Program Extra Curricular Behavioral Support Program	07/24/2017	08/04/2017	$400 - General Fund	Shannon Dick

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the state's definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions that the parents may have.	Parent Involvement	01/03/2017	12/15/2017	$0 - Other	Amy Polston

Strategy2:

Response to Intervention - 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: Learning Systems

Research Cited:

Activity - FRC Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Academic Support Program Behavioral Support Program Parent Involvement Policy and Process	01/03/2017	12/15/2017	$0 - FRYSC	Jordan Smallwood

Activity - RTI Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All families will be provided informational brochures and letters to explain the RTI process at the beginning of the school year. In addition, those parents/guardians of students in Tier II or Tier III will also be notified that their children are receiving interventions, invited to RTI meetings to discuss progress and develop intervention plans, and sent progress monitoring data on a regular basis.	Parent Involvement Policy and Process	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

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

Goal 1:

Proficiency: Increase the combined reading and math K-PREP proficiency ratings from 60.6% to 67.1% by 2017.

Measurable Objective 1:

collaborate to improve the combined reading and math proficiency rating to 67.1% by 05/15/2017 as measured by K-PREP.

Strategy1:

Mathematics - All students will be provided high quality mathematics instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention/enrichment opportunities. As a result of high quality teaching and learning, students will move to the next level as proficient mathematicians.

Category: Continuous Improvement

Research Cited:

Activity - Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics curriculum, instruction, and assessment will be fully aligned with KCAS and will provide real-life opportunities for students to learn and utilize the required content. Ready and My Math (McGraw-Hill) will be utilized as core programs but will be supplemented with other materials (KCM, Purple book, etc.) to ensure standards mastery.	Academic Support Program	01/03/2017	12/18/2017	$13000 - Title I Part A	Kent Mayfield

Activity - Supplemental Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the individualized, adaptive, computer-assisted program, i-Ready. Diagnostic assessments, growth monitoring, and students' daily response to instruction will be monitored through the program.	Technology	01/03/2017	12/15/2017	$4000 - Title I Part A	Kent Mayfield

Strategy2:

Literacy - All students will be provided high quality literacy instruction that is aligned to KCAS and includes appropriate materials, effective instructional strategies, assessments, and intervention and enrichment opportunities. As a result of high quality teaching and learning, students will leave Shopville as proficient in the different facets of literacy (listening, speaking, reading, writing, observing). The core program to be used for reading instruction is Reading Wonders by McGraw-Hill. The core program may be supplemented by research-based programs and strategies (Lexia Core5, Reading Plus, Reading Mastery, Corrective Reading, Waterford, etc.).

Category: Continuous Improvement

Research Cited:

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the F drive to share writing resources including the schools' writing policy, the district writing program, and the school-wide writing plan.	Academic Support Program	01/03/2017	12/18/2017	$0 - No Funding Required	Shannon Dick

Activity - ELA Schedule Requirements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-2 classes will have a 2 hour ELA block each morning. Grades 3-5 will have at least 90 minutes of ELA instruction each day.	Academic Support Program Policy and Process	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will utilize the research-based, KCAS-aligned program, Reading Wonders, to teach ELA standards. During common planning time, reading teachers will collaborate on the implementation of the program, determine which standards require supplemental instruction, and locate resources necessary to help all students master each standard.	Direct Instruction	01/03/2017	12/18/2017	$5000 - Title I Schoolwide	Kent Mayfield

Activity - Supplemental Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will participate in individualized, adaptive, computer-assisted instruction through Lexia Core5 and/or Reading Plus.	Technology	01/03/2017	12/18/2017	$6000 - Title I Part A	Kent Mayfield

Strategy3:

Curriculum Refinement - The curriculum will be revised and adjusted based upon student and school needs.

Category: Learning Systems

Research Cited:

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-5 will be provided a common planning time at least once per quarter to meet with teachers from the same content area. Minutes of these meetings will be provided to the leadership team.	Professional Learning	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

Activity - District PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SHES teachers will participate in appropriate district level PLCs (grade level, content area, etc.) in order to revise the curriculum timelines, assessments, unit plans, and lesson plans.	Professional Learning	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

Activity - TEAM	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 will participate in an on-going, multi-year teacher induction program called Pulaski TEAM. In addition to new teachers, experienced teachers that are new to the Pulaski County School District will also participate in TEAM.	Recruitment and Retention	01/16/2017	12/18/2017	$0 - No Funding Required	Amy Polston

Activity - Standards Based Units and Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All units will be based on the KY Core Academic Standards. Formative and summative assessments will be included in units and the results will be used to adjust instruction throughout the unit. Results will be stored in the teacher's data binder to be shared and discussed during PLCs.	Academic Support Program	01/03/2017	12/18/2017	$0 - No Funding Required	Kent Mayfield

Goal 2:

Gap: Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 55.4% to 64.2% by 2017.

Measurable Objective 1:

collaborate to improved the non-duplicated gap groups proficiency rating to 64.2% by 05/19/2017 as measured by K-PREP.

Strategy1:

School Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific activities to help children enter school ready to learn.

Category: Early Learning

Research Cited:

Activity - Preschool-K Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Behavioral Support Program Academic Support Program	04/10/2017	05/12/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a 3 day mini-camp to all incoming kindergartners to ease the transition into school.	Extra Curricular Behavioral Support Program Academic Support Program	07/24/2017	08/04/2017	$400 - General Fund	Shannon Dick

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergarteners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Professional Learning	01/03/2017	05/31/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the state's definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions that the parents may have.	Parent Involvement	01/03/2017	12/15/2017	$0 - Other	Amy Polston

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Academic Support Program Behavioral Support Program	07/24/2017	09/22/2017	$0 - No Funding Required	Shannon Dick

Strategy2:

Assessment Administration and Analysis - The assessment plan includes an appropriate balance of universal screeners, diagnostic

assessments, formative assessments, and summative assessments. As assessment results become available, data will be analyzed and

appropriate adjustments will be made.

Category: Continuous Improvement

Research Cited:

Activity - Tier I: Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb Plus will be used to screen all kindergarten and 1st grade students in August, January, and May. The NWEA MAP assessment will be used to provide screening and diagnostic information for all K-5 students. MAP will be administered in August, December, and March.	Academic Support Program	01/09/2017	12/08/2017	$5000 - State Funds	Shannon Dick

Activity - Tier II and III: Progress monitoring data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb Plus will be utilized to monitor the progress of all students receiving academic interventions. Behavioral interventions will be monitored in SWIS.	Academic Support Program	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - Analysis of Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon completion of each universal screener administration, the RTI team will analyze the data to determine which students require interventions. All students below the 10th percentile will receive pull-out interventions and will be progress monitored on a weekly basis. Students between the 11th and 24th percentiles will receive intervention services either in a pull-out setting or provided in-class by the regular teacher.	Academic Support Program	01/03/2017	12/15/2017	$50000 - Math Achievement Fund	Kent Mayfield

Strategy3:

Response to Intervention - 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: Learning Systems

Research Cited:

Activity - RTI Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All families will be provided informational brochures and letters to explain the RTI process at the beginning of the school year. In addition, those parents/guardians of students in Tier II or Tier III will also be notified that their children are receiving interventions, invited to RTI meetings to discuss progress and develop intervention plans, and sent progress monitoring data on a regular basis.	Parent Involvement Policy and Process	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - FRC Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Parent Involvement Academic Support Program Behavioral Support Program Policy and Process	01/03/2017	12/15/2017	$0 - FRYSC	Jordan Smallwood

Activity - Co-teaching Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Behavioral Support Program Policy and Process Academic Support Program Direct Instruction	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - Intervention Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will maintain lesson plans and progress monitoring documentation.	Academic Support Program	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap: Increase the average combined reading and math K-PREP proficiency ratings in the non-duplicated gap group from 55.4% to 64.2% by 2017.

Measurable Objective 1:

collaborate to improved the non-duplicated gap groups proficiency rating to 64.2% by 05/19/2017 as measured by K-PREP.

Strategy1:

Assessment Administration and Analysis - The assessment plan includes an appropriate balance of universal screeners, diagnostic assessments, formative assessments, and summative assessments. As assessment results become available, data will be analyzed and appropriate adjustments will be made.

Category: Continuous Improvement

Research Cited:

Activity - Analysis of Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon completion of each universal screener administration, the RTI team will analyze the data to determine which students require interventions. All students below the 10th percentile will receive pull-out interventions and will be progress monitored on a weekly basis. Students between the 11th and 24th percentiles will receive intervention services either in a pull-out setting or provided in-class by the regular teacher.	Academic Support Program	01/03/2017	12/15/2017	$50000 - Math Achievement Fund	Kent Mayfield

Activity - Tier I: Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb Plus will be used to screen all kindergarten and 1st grade students in August, January, and May. The NWEA MAP assessment will be used to provide screening and diagnostic information for all K-5 students. MAP will be administered in August, December, and March.	Academic Support Program	01/09/2017	12/08/2017	$5000 - State Funds	Shannon Dick

Activity - Tier II and III: Progress monitoring data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb Plus will be utilized to monitor the progress of all students receiving academic interventions. Behavioral interventions will be monitored in SWIS.	Academic Support Program	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Strategy2:

Response to Intervention - 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: Learning Systems

Research Cited:

Activity - Intervention Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in interventions on a daily basis. Interventionists will maintain lesson plans and progress monitoring documentation.	Academic Support Program	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - RTI Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All families will be provided informational brochures and letters to explain the RTI process at the beginning of the school year. In addition, those parents/guardians of students in Tier II or Tier III will also be notified that their children are receiving interventions, invited to RTI meetings to discuss progress and develop intervention plans, and sent progress monitoring data on a regular basis.	Parent Involvement Policy and Process	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - Co-teaching Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching will occur in each classroom which includes students with special needs (according to IEP requirements). This setting will allow each student with the extra support necessary to engage in grade level standards.	Behavioral Support Program Academic Support Program Policy and Process Direct Instruction	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - FRC Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will be fully involved with the RTI team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRC.	Academic Support Program Parent Involvement Behavioral Support Program Policy and Process	01/03/2017	12/15/2017	$0 - FRYSC	Jordan Smallwood

Strategy3:

School Readiness - Parents, community members, and early childhood care providers will be informed of school readiness, including specific

activities to help children enter school ready to learn.

Category: Early Learning

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer a 3 day mini-camp to all incoming kindergartners to ease the transition into school.	Academic Support Program Behavioral Support Program Extra Curricular	07/24/2017	08/04/2017	$400 - General Fund	Shannon Dick

Activity - Preschool Parent Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amy Polston, district supervisor, will facilitate a meeting with parents of preschoolers preparing to enter kindergarten. The purpose of this meeting is to share the state's definition of school readiness, provide educational material that includes appropriate ways to help their children at home, explain the Brigance kindergarten screener, and to answer any questions that the parents may have.	Parent Involvement	01/03/2017	12/15/2017	$0 - Other	Amy Polston

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
preschool and kindergarten teachers will collaborate to ensure smooth transitions for incoming kindergarteners. This collaboration will include discussion of each student's strengths, needs, and any other pertinent information.	Professional Learning	01/03/2017	05/31/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed for school readiness using the Brigance screener. This information will be analyzed by teachers, shared with parents, and used to plan appropriate instruction for kindergarten students.	Academic Support Program Behavioral Support Program	07/24/2017	09/22/2017	$0 - No Funding Required	Shannon Dick

Activity - Preschool-K Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prior to the end of the school year, preschoolers preparing to enter kindergarten in the fall will spend time in a kindergarten classroom. Students will get to participate in the kindergarten routine and meet the teachers and instructional assistants.	Behavioral Support Program Academic Support Program	04/10/2017	05/12/2017	$0 - No Funding Required	Connie Hancock, Wendy Hampton, Lana Renner, Christina Ross

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 novice ratings in reading and math 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 or math will be individually identified and targeted for interventions.

Category: Learning Systems

Research Cited:

Activity - Mentors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be assigned a mentor to work with the students to improve the child's effort and achievement. Students in need of a mentor will be identified through teacher recommendation and the RTI team.	Behavioral Support Program Academic Support Program	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

Activity - Novice Watch List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will develop a Novice Watch List for their assessment binder. During PLCs, the team will review the progress of students included on the Novice Watch List.	Academic Support Program Behavioral Support Program	01/03/2017	12/15/2017	$0 - No Funding Required	Kent Mayfield

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 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 proficiency in all areas of the Program Review by 05/15/2017 as measured by KDE Program Review Rubrics .

Strategy1:

Regular monitoring of progress - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Research Cited:

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	01/03/2017	12/15/2017	$0 - No Funding Required	Mike Braun

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.	Policy and Process	01/03/2017	12/15/2017	$0 - No Funding Required	Shannon Dick

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?

Shopville Elementary School is an Advanc-Ed accredited school that is located in eastern Pulaski County. It is one of eight elementary school in the Pulaski County school district. The district also includes two middle schools, two high schools, an area technology center, a preschool center, and a day treatment center. As a result of the most recent K-Prep results, Pulaski County is classified as a Distinguished district and Shopville Elementary School is classified as a Distinguished school by the Kentucky Department of Education.

The school currently has a student population that 95% white and 5% Hispanic, African American, or Asian. 70% of the students qualify for free or reduced lunch prices, although the district participates in a program that offers free breakfast and lunch to all students regardless of family income.

The climate at Shopville is amazing! We have a staff that works very hard to meet the needs of each and every one of our students. Parents and community members are utilized as volunteers within the school. As a result of the hard work and collaboration of staff, parents, and community members, students are offered varied opportunities that are not available at all schools. Some of these opportunities include: Veteran's Day program, Arts Showcases, Career Days, Book Fairs, multiple guest speakers, clubs such as Academic Team, Arts and Crafts Club, Archery Team, Duke Talent Identification Program, Family education and Family movie nights, festivals, etc. The arts and humanities programs such as the Veteran's Day program, Holiday concert, and Arts Showcases include all of the students within the school.

Our small community revolves around Shopville Elementary School! The community provides strong support through volunteer opportunities, donations, etc. Many retired staff (teachers, assistants, bus drivers) regularly come to the school to support specific events. We have community members that regularly volunteer even though they do not have students attending the school. While we are seeing an increase in the transient population, the majority of our students have been at the school for multiple years.

While the benefits of being such a major part of our rural community strongly outweigh the negatives, there are some slight disadvantages. Our attendance zone is very large, and therefore, some students are unable to take advantage of extra curricular offerings provided at the school due to lack of reliable transportation or gas money to pick them up after school. This extends to family events, such as literacy nights, open house, arts and humanities presentations, and parent conferences.

While our population is very diverse, that diversity doesn't necessarily shine through on disaggregated data. The vast majority of our students are Caucasian. Approximately seventy percent of our students qualify for free or reduced lunch prices. The demographics of the staff mirror student demographics. Many staff members live in the community they serve or have family that still reside in the community. Some staff members actually attended school here when they were students. This characteristic of the staff enhances the school pride and the excitement that all staff members have for Shopville Elementary School.

School's Purpose

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

Mission Statement: Shopville Elementary School will provide an academically focused, nurturing environment to meet the needs of each student and ensure that they have the skills necessary to be successful in the 21st century.

Vision Statement: Preparing today's children for tomorrow's challenges.

We believe that:

- high student achievement is attainable for all students and should be the primary factor in all decision making.

- every child deserves to attend a safe, welcoming school that provides a rigorous, equitable education for all students.

- fair does not mean the same. All students should be provided with the tools that he/she needs to be successful and we believe that those tools will differ based upon each student's needs.

- students are most successful when there are strong partnerships between home, school, and community.

- our students deserve our best each and every day.

- as teachers, we must continue researching and learning the most effective strategies for reaching all of our students.

Survey results from students and parents indicate that the students know that the adults at SHES care about them and are willing to do whatever it takes to ensure that the students are learning at the highest possible level. Visitors to our school will recognize our commitment to our students through the delivery of our curriculum, the variety of services offered, and through the attitude of every staff member. Teachers continually refine their instruction based on student needs and expertly provide accommodations or modifications to the curriculum to make sure that all students receive instruction in a mode that is most suitable for them. Intervention and progress monitoring occur on a daily basis both within the classroom and during pull-out intervention classes. Students identified as Gifted and Talented experience a variety of offerings that have been tailored to their specific areas of strengths. The Arts and Humanities department work hard to provide opportunities to showcase student talent and growth in the areas of visual art, music, drama, and dance. Student recognition occurs frequently and is not limited solely to academic recognition. Students are awarded for demonstrating exemplary character traits, perfect attendance, effort, academics, improvement in a variety of areas, etc.

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.

Based upon the 2016 K-PREP results, Shopville Elementary School has been identified as a Djistinguished school. In order to be identified as a Distinguished school, the school must perform at the 90th percentile or above. High levels of student learning are evident when analyzing academic data but the results are also positive when analyzing non-academic indicators such as attendance, behavioral and referral data, along with parent and employee satisfaction surveys. It goes without saying that we are thrilled to be identified as a Distinguished school but we are eager to regain the School of Distinction classification that we obtained in 2012.

We also want the public to know that when their children are students at Shopville Elementary School, they are valued, safe, and achieving at high levels each and every day. Our goal is to be a close partner with parents and community members to guarantee that each of our students are successful.

Goals for improvement include: increasing in the percentage of proficient and distinguished students in all content areas (focus areas include: reading, writing, math), improving differentiation strategies and techniques to make sure that students are being appropriately challenged, and cultivating a climate that emphasizes high student achievement and the importance of excellent work at all times. Improving student's writing abilities is a focus throughout the school because strong communication skills (reading,writing, listening, speaking) are critical to being a strong student and ultimately, a successful member of society.

Additional Information

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

We welcome visitors to our school to see the great things happening each day! If you have any questions or would like to visit, please contact us.