



# **Comprehensive School Improvement Plan**

Paris Elementary School

Paris Independent

Rachelle Schjoll, Principal  
1481 South Main Street  
Paris, KY 40361

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Phase I - Equitable Access to Effective Educators School Diagnostic**

Introduction .....	3
--------------------	---

Equitable Access to Effective Educators - School .....	4
--	---

## **Phase I - The Missing Piece**

Introduction .....	9
--------------------	---

Stakeholders .....	10
--------------------	----

Relationship Building .....	11
-----------------------------	----

Communications .....	12
----------------------	----

Decision Making .....	14
-----------------------	----

Advocacy .....	16
----------------	----

Learning Opportunities .....	17
------------------------------	----

Community Partnerships .....	18
------------------------------	----

Reflection .....	19
------------------	----

Report Summary .....	20
----------------------	----

## **Improvement Plan Stakeholder Involvement**

Introduction .....	22
--------------------	----

Improvement Planning Process .....	23
------------------------------------	----

**Phase I - Needs Assessment**

Introduction ..... 25  
Data Analysis ..... 26  
Areas of Strengths ..... 28  
Opportunities for Improvement ..... 29  
Conclusion ..... 30

**CSIP PES 2017**

Overview ..... 32  
Goals Summary ..... 33  
    Goal 1: By 2019, the school will increase the combined (reading and mathematics) percentage of  
    proficient/distinguished students to 65.8. .... 34  
    Goal 2: By 2019, the school will increase the combined (reading and mathematics) percentage of  
    proficient/distinguished students in the non-duplicated gap groups to 61.9%. .... 36  
    Goal 3: By 2020, the school will reduce the number of student scoring novice by 50% to 19.43%. .... 38  
Activity Summary by Funding Source ..... 41

**Phase II - KDE Assurances - Schools**

Introduction ..... 46  
Assurances ..... 47

**Phase II - KDE Compliance and Accountability - Schools**

Introduction ..... 53  
Planning and Accountability Requirements ..... 54

**Executive Summary**

Introduction ..... 64

Description of the School ..... 65

School's Purpose ..... 66

Notable Achievements and Areas of Improvement ..... 67

Additional Information ..... 69

## **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.		Equity Chart 1

**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.**

As seen on the chart we have a high number of experienced teachers with only two under four years. There has been little turn-over in the past year. Student percentages of EL and students with disabilities are comparable.

**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.**

Many of our students lack kindergarten readiness and many who attend preschool or kindergarten are not regular at attending. Families of many of our students are transient and lack family resources such as reliable transportation and medical access as well as a lack of family values for regular attendance.

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.		Equity chart 2



# Comprehensive School Improvement Plan

Paris Elementary School

---

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:

By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students to 65.8.

## Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient/Distinguished: 25.6 by 06/01/2017 as measured by as measured by the combined proficinecy targets.

## Strategy1:

Technology Support - Teachers need support in using technology integration in using learning support apps and websites, Gradecam and Google products.

Category: Integrated Methods for Learning

Research Cited: Pearson Foundation

National Math and Science Initiative

Houghton Mifflin Harcourt Study

Activity - Technology Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in using Google products, learning support apps and websites, and Gradecam to provide instruction.	Professional Learning	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Technology Support Teacher, Teachers

## Strategy2:

Classroom Continuous Improvement - Schoolwide implementation of PDSA.

Category: Continuous Improvement

Research Cited: Shipley's

# Comprehensive School Improvement Plan

Paris Elementary School

Activity - Class Data Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review class data with students and set class goals to motivate students to reach higher achievement.	Professional Learning	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, CAO, Teachers

## Goal 2:

By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students in the non-duplicated gap groups to 61.9%

### Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring Proficient/Distinguished: 46.7 by 06/01/2017 as measured by the combined (reading and math) gap targets.

### Strategy1:

Student Voice/Agency - Students will be provided opportunities to share their input on school improvement areas.

Category: Stakeholder Engagement

Research Cited: Quaglia

Activity - Olweus Bullying Prevention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on research based Olweus Bullying Prevention program. Students will receive weekly lessons on bullying prevention and be given class meeting time to provide feedback.	Behavioral Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Counselor, Teachers

### Strategy2:

Instructional Strategies - Teachers will study Marzano's, Stiggins, Hattie's and other engagement best practices to understand best options for instructional learning needs.

Category: Professional Learning & Support

Research Cited: Marzano, Hattie, and other research based practices

Activity - High Yield Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will share a research-based, high-yield instructional strategy with teachers at each weekly, PLC meeting.	Academic Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach

## Goal 3:

By 2020, the school will reduce the number of student scoring novice by 50% to 19.43%.

### Measurable Objective 1:

collaborate to demonstrate a reduction of Novice performance by 2.04% to 25.6% by 06/01/2017 as measured by KPREP.

# Comprehensive School Improvement Plan

Paris Elementary School

---

## Strategy1:

Deeper Learning - Students will be given multiple opportunities to learn in a nontraditional way including through personalized learning, service learning, and projects. They will collaborate and learn through using 21st century learning skills.

Category: Integrated Methods for Learning

Research Cited: Lenz

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given multiple opportunities to explore their learning through areas of interest that are meaningful to them. These would include Project Lead the Way science units, Passion Projects, PBL units, and service learning projects.	Academic Support Program	01/02/2017	12/15/2017	\$2100 - District Funding	Principal, Instructional Coach, Teachers

# **Phase I - The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

All parents were invited to respond through an electronic link. Hard copies were sent home with our Spanish speaking families. Students in grades 3-5 were all encouraged to participate and staff also were given the web link to offer their input.

## Relationship Building

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

**Communications**

Overall Rating: 2.71

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice



# Comprehensive School Improvement Plan

Paris Elementary School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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

# Comprehensive School Improvement Plan

Paris Elementary School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

## Advocacy

Overall Rating: 2.17

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

	Statement or Question	Response	Rating
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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	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: 2.67

	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 as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

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

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

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

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

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

## Community Partnerships

Overall Rating: 2.33

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

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

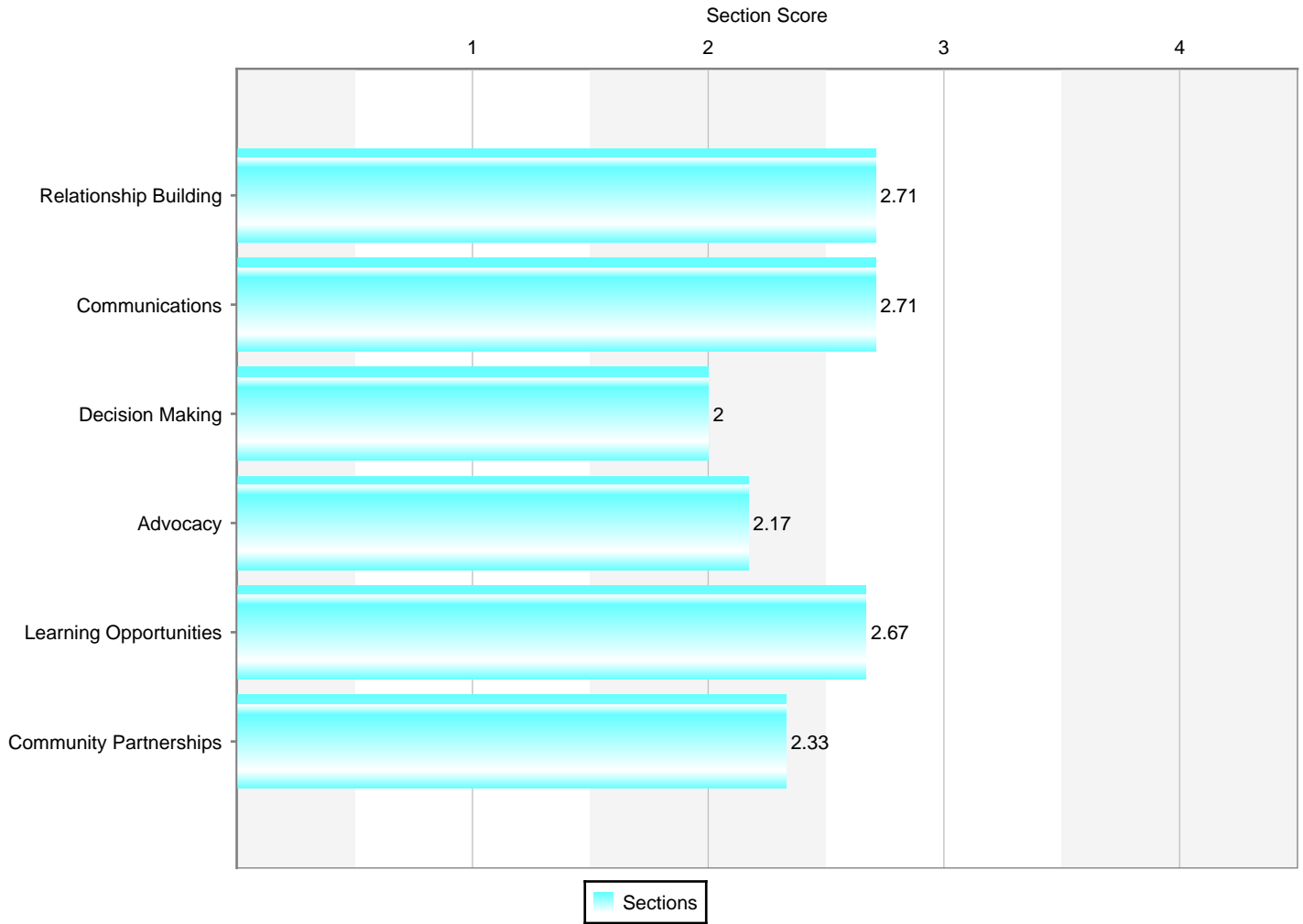
## **Reflection**

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

Parent, Staff, and Student input is valuable input to provide the necessary changes needed to improve student success.

## Report Summary

### Scores By Section





# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

School Improvement Planning took place using data including KPREP data disaggregation and analysis, Missing Piece Surveys of Staff and Parents, and Student Voice Surveys and Interviews and Olweus Bullying Prevention Surveys. Staff spent a teacher work day in October looking at data and determining next steps. Committees including parents looked at the data and offered recommendations for school improvement to the SBDM council. The SBDM council looked at student achievement data including KPREP and STAR data and read Committee minutes. The principal compiled all the data and next step recommendations and wrote the plan.

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

SBDM parents and teachers

Committee parents and staff

Parent surveys

Staff surveys

Student surveys

Teachers

Administrators

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

CSIP will be shared after it is written with CSIP, Committees, and Teachers

Impact checks will be completed throughout the year

# **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?

Paris Elementary has made great gains in gap and growth according to KPREP 2016 data.

### Content Scores

	14-15	15-16	+/-
RD	51.7	55.2	+3.5
MA	40.4	58.8	+18.4
LM	52.1	52.3	+0.2
WR	63.3	52.4	-10.9
SS	58.3	48.8	-9.5

### Achievement + Gap + Growth

#### In Points...

	14-15	15-16	+/-
Achievement	53.1	54	+0.9
Gap	26.7	64.9	+38.2
Growth	43.5	62.8	+19.3

#### In Weighted Score...

Achievement	15.9	18	+2.1
Gap	8	21.6	+13.6
Growth	17.4	20.9	+3.5

### Reading and Math Novice Reductions

	14-15	15-16	+/-
Overall	35.7%	31%	-4.7%
AA	42%	33%	-9%
Hispanic	44%	38%	-6%
FR/Red.	46%	38%	-8%
Disabilities	78%	31%	-47%
NonDup. Gap	46%	35%	-11%

### Math 14-15 15-16 +/-

Overall	42%	24%	-18%
AA	29%	33%	+4%
Hispanic	55%	29%	-26%
FR/Red.	53%	31%	-22%

# Comprehensive School Improvement Plan

Paris Elementary School

---

Disabilities 70% 41% -29%

Non Dup. Gap 51% 29% -22%

PES is classified as a "High Progress School!"

(Top 10% in growth for all schools in KY!)

## **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?**

Strengths and Celebrations:

Novice reduction in both reading and math.

Great growth in math for all students, gap students, EL students, and those with disabilities.

High Progress School (Top 10% in state in growth)

Proficient School

We will continue to use our new Math and ELA core programs and target students that are not reaching benchmarks with our systematic interventions. We will monitor progress using STAR data and formative assessments to plan accordingly for individual student needs.



## **Opportunities for Improvement**

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

We did not make as much growth in reading as we would have liked. We will continue professional learning and coaching in the area of guided reading.

We did not improve in Social Studies. We will pilot the use of a new core program in grade 5 called Social Studies Alive. We will integrate social studies more with ELA.

We did not improve in On Demand Writing. We will focus school-wide on using on demand prompts and score together using common rubrics. We will model more how to write quality pieces using rubrics and self evaluations with students. Opportunities for redoing on non-proficient writing will be used school-wide to ensure high expectations the first time.

## **Conclusion**

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

We will create our CSIP to address areas of concern with specific strategies and activities to help improve in these areas.

# **CSIP PES 2017**

## **Overview**

### **Plan Name**

CSIP PES 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	By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students to 65.8.	Objectives: 1 Strategies: 5 Activities: 12	Organizational	\$11500
2	By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students in the non-duplicated gap groups to 61.9%	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$101000
3	By 2020, the school will reduce the number of student scoring novice by 50% to 19.43%.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$104375

## Goal 1: By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students to 65.8.

### Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient/Distinguished: 25.6 by 06/01/2017 as measured by as measured by the combined proficency targets.

### Strategy 1:

Classroom Continuous Improvement - Schoolwide implementation of PDSA.

Category: Continuous Improvement

Research Cited: Shipley's

Activity - Student Goal Setting/Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will track progress on classroom assessments and set new goals for themselves. They will keep studnet data notebooks to help monitor their progress.	Professional Learning	01/02/2017	12/22/2017	\$300	General Fund	Principal, CAO, teachers
Activity - Class Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review class data with students and set class goals to motivate students to reach higher achievement.	Professional Learning	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, CAO, Teachers

### Strategy 2:

Core Curricula Taught to Fidelity - Teachers will use curricula selected based on research to teach core programs.

Category: Continuous Improvement

Research Cited: Great Minds, EdReports

Activity - Eureka	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught using Eureka for their Tier 1 instruction.	Direct Instruction	01/02/2017	12/15/2017	\$3000	School Council Funds	Principal, Teachers
Activity - Wit and Wisdom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught using the Tier 1 Wit and Wisdom program.	Direct Instruction	01/02/2017	12/15/2017	\$7000	Title I Part A	Principal, Teachers

## Comprehensive School Improvement Plan

Paris Elementary School

Activity - Social Studies Alive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Social Studies Alive for all students in fifth grade. It is being piloted in this grade to determine if other grades should adopt this curriculum thereafter.	Direct Instruction	01/02/2017	12/15/2017	\$1200	School Council Funds	Principal, Teachers
Activity - Writing Across Contents/Anchor Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be expected to write across the contents to evidence their learning. Teachers will use anchor charts to guide the expectations for quality writing. Ex. FAP, etc.	Direct Instruction	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers

### Strategy 3:

School-wide Systems of Assessment - The school and district's protocol for assessments will be implemented.

Category: Continuous Improvement

Research Cited: Chappuis and Stiggins

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data in PLC's and determine the percentage that reached the proficiency benchmark for all assessments including STAR, classroom unit modules, and they will be shared at the district level three times a year. Teachers will use the data to design instruction. Performance based assessments and rubrics will be used.	Other	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, CAO, Instructional Coach, and Teachers
Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create assessments that will be linked to standards to more efficiently measure student achievement per the standards. Teachers will share their systems for tracking standard progress.	Professional Learning	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers
Activity - Program Review Measurement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will serve on a program review team to assess and document evidence that fits each area for the rubrics in order to meet proficiency for all students.	Career Preparation/Orientation	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Teachers

### Strategy 4:

Professional Learning Communities - PLCs will be held weekly with teachers of common areas to discuss student data, monitor progress, design appropriate instruction, and to learn about high yield instructional strategies. Teachers will use the PLC protocol, keep minutes, and submit data. The PDSA cycle will be followed.

Category: Professional Learning & Support

Research Cited: Shipley and Dufours

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Comprehensive School Improvement Plan

Paris Elementary School

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with one another during a common planning weekly to determine next steps for student growth and design best practice units and assessments.	Professional Learning, Academic Support Program	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers

Activity - CCI: PDSA (Study/Act)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district is involved in the Next Generation Network and are working through a two year grant commitment. In doing so, teachers and administrators will study a "problem of practice" district-wide and develop a plan to focus on it. This will be a focus on improving Study/Act process for Tier 1 intervention.	Professional Learning	01/02/2017	12/15/2017	\$0	Other	District Next Generation Network team, teachers

### Strategy 5:

Technology Support - Teachers need support in using technology integration in using learning support apps and websites, Gradecam and Google products.

Category: Integrated Methods for Learning

Research Cited: Pearson Foundation

National Math and Science Initiative

Houghton Mifflin Harcourt Study

Activity - Technology Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in using Google products, learning support apps and websites, and Gradecam to provide instruction.	Professional Learning	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Technology Support Teacher, Teachers

## Goal 2: By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students in the non-duplicated gap groups to 61.9%

### Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring Proficient/Distinguished: 46.7 by 06/01/2017 as measured by the combined (reading and math) gap targets.

### Strategy 1:

Response to Intervention - Students experiencing difficulty in learning as demonstrated by the universal screener, STAR, and also within the classroom will be provided



# Comprehensive School Improvement Plan

Paris Elementary School

tiers of service based on their needs.

Category: Learning Systems

Research Cited: McCook

Activity - Tier 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as being in the bottom quartile on STAR will be provided with a Tier 2 intervention. These include Dreambox, and Guided Reading at individual levels.	Academic Support Program	01/02/2017	12/15/2017	\$5000	Title I Part A	Principal, Teachers

Activity - Tier 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the bottom 15% on the STAR assessment will be provided a second intervention such as as small group intervention like AVMR, LLI, or Just Words.	Academic Support Program	01/02/2017	12/15/2017	\$96000	Grant Funds	Principal, RTA teacher, MAF teacher, and Title 1 paraprofessional, Americorp

## Strategy 2:

Student Voice/Agency - Students will be provided opportunities to share their input on school improvement areas.

Category: Stakeholder Engagement

Research Cited: Quaglia

Activity - Olweus Bullying Prevention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained on research based Olweus Bullying Prevention program. Students will receive weekly lessons on bullying prevention and be given class meeting time to provide feedback.	Behavioral Support Program	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Counselor, Teachers

Activity - Student Government	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to be elected to student government to ensure that they have voice for school improvement.	Community Engagement	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Student Government Sponsor

## Strategy 3:

Instructional Strategies - Teachers will study Marzano's, Stiggins, Hattie's and other engagement best practices to understand best options for instructional learning needs.

Category: Professional Learning & Support

## Comprehensive School Improvement Plan

Paris Elementary School

Research Cited: Marzano, Hattie, and other research based practices

Activity - High Yield Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and instructional coach will share a research-based, high-yield instructional strategy with teachers at each weekly, PLC meeting.	Academic Support Program	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Instructional Coach

Activity - Common Curricula used with students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities will receive instruction using the common core curricula in both the regular classroom and resource room.	Academic Support Program	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Special Ed director, special educators

### Goal 3: By 2020, the school will reduce the number of student scoring novice by 50% to 19.43%.

#### Measurable Objective 1:

collaborate to demonstrate a reduction of Novice performance by 2.04% to 25.6% by 06/01/2017 as measured by KPREP.

#### Strategy 1:

Reponse to Intervention - Students experiencing difficulty in learning as demonstrated by the universal screener, STAR, and also within the classroom will be provided tiers of service based on their needs.

Category: Learning Systems

Research Cited: McCook

Activity - Tier 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as being in the bottom quartile on STAR will be provided with a Tier 2 intervention. These include Dreambox, and Guided Reading at individual levels.	Academic Support Program	01/02/2017	12/15/2017	\$5000	Title I Schoolwide	Principal, Teachers

Activity - Tier 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the bottom 15% on the STAR assessment will be provided a second intervention such as as small group intervention like AVMR, LLI, or Just Words.	Academic Support Program	01/02/2017	12/15/2017	\$96000	Grant Funds	Principal, RTA teacher, MAF teacher, and Title 1 paraprofessional, Americorp

# Comprehensive School Improvement Plan

Paris Elementary School

## Strategy 2:

Family and Community Engagement - Families will be encouraged to participate in events to help them partner with the school to improve student achievement.

Category: Stakeholder Engagement

Research Cited: Spoth and Redmond

Harvard Family Research Project

Activity - Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities will be provided to have families of students to come to school and learn about how to help their child. These nights include: monthly Spanish Family Nights, monthly Toyotabornlearning Academy Nights, two Math Achievement Fund family nights, Arts Nights, Project Based Learning Showcase Nights, and Transitioning Nights for families from PreK to K and 5th to 6th grade.	Parent Involvement, Academic Support Program	01/02/2017	12/15/2017	\$500	Grant Funds	Principal, Spanish coordinator, MAF teacher, teachers
Activity - Community Partners/Volunteers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities will be provided to encourage community agencies, business partners, and volunteers to participate in assisting students in areas of need. These will include: Helping Hounds Coaches for mentoring weekly, Truancy diversion meetings monthly, Readifest and Backpack Buddies for students in need of FRYSC resources, Safety Day for 5th grade students, Career Day, YMCA swimming lessons, Hopewell Museum, and Recipes for Reading,	Academic Support Program	01/02/2017	12/15/2017	\$400	FRYSC	Principal, FRYSC, Dean of Students, Teachers
Activity - After School Enrichment Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Studdents are given multiple opportunities to participate in after school interest clubs such as: Lego Club, Engineering Club, Gymnastics, Drumming, Guitar, Arts/Crafts, etc. Scholarships are offered to students unable to afford the clubs.	Extra Curricular	01/02/2017	12/15/2017	\$375	Other	Principal, Dean of Students, Teachers

## Strategy 3:

Deeper Learning - Students will be given multiple opportunities to learn in a nontraditional way including through personalized learning, service learning, and projects.

They will collaborate and learn through using 21st century learning skills.

Category: Integrated Methods for Learning

Research Cited: Lenz

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given multiple opportunities to explore their learning through areas of interest that are meaningful to them. These would include Project Lead the Way science units, Passion Projects, PBL units, and service learning projects.	Academic Support Program	01/02/2017	12/15/2017	\$2100	District Funding	Principal, Instructional Coach, Teachers

**Comprehensive School Improvement Plan**

Paris Elementary School

Activity - Common Curricula used with students with disabilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities will use the common core curricula both in the regular classroom and the resource room.	Academic Support Program	01/02/2017	12/15/2017	\$0	No Funding Required	Principal, Special Ed director, Special educators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning	Students will be given multiple opportunities to explore their learning through areas of interest that are meaningful to them. These would include Project Lead the Way science units, Passion Projects, PBL units, and service learning projects.	Academic Support Program	01/02/2017	12/15/2017	\$2100	Principal, Instructional Coach, Teachers
<b>Total</b>					\$2100	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Olweus Bullying Prevention Program	All staff will be trained on research based Olweus Bullying Prevention program. Students will receive weekly lessons on bullying prevention and be given class meeting time to provide feedback.	Behavioral Support Program	01/02/2017	12/15/2017	\$0	Principal, Counselor, Teachers
Writing Across Contents/Anchor Charts	Students will be expected to write across the contents to evidence their learning. Teachers will use anchor charts to guide the expectations for quality writing. Ex. FAP, etc.	Direct Instruction	01/02/2017	12/15/2017	\$0	Principal, Instructional Coach, Teachers
Student Government	Students will be given the opportunity to be elected to student government to ensure that they have voice for school improvement.	Community Engagement	01/02/2017	12/15/2017	\$0	Principal, Student Government Sponsor
Program Review Measurement	All teachers will serve on a program review team to assess and document evidence that fits each area for the rubrics in order to meet proficiency for all students.	Career Preparation/Orientation	01/02/2017	12/15/2017	\$0	Principal, Teachers
Standards Based Grading	Teachers will create assessments that will be linked to standards to more efficiently measure student achievement per the standards. Teachers will share their systems for tracking standard progress.	Professional Learning	01/02/2017	12/15/2017	\$0	Principal, Instructional Coach, Teachers
Common Curricula used with students with disabilities	Students with disabilities will use the common core curricula both in the regular classroom and the resource room.	Academic Support Program	01/02/2017	12/15/2017	\$0	Principal, Special Ed director, Special educators

## Comprehensive School Improvement Plan

Paris Elementary School

Progress Monitoring	Teachers will analyze data in PLC's and determine the percentage that reached the proficiency benchmark for all assessments including STAR, classroom unit modules, and they will be shared at the district level three times a year. Teachers will use the data to design instruction. Performance based assessments and rubrics will be used.	Other	01/02/2017	12/15/2017	\$0	Principal, CAO, Instructional Coach, and Teachers
Technology Professional Learning	Teachers will be trained in using Google products, learning support apps and websites, and Gradecam to provide instruction.	Professional Learning	01/02/2017	12/15/2017	\$0	Principal, Technology Support Teacher, Teachers
PLC's	Teachers will work with one another during a common planning weekly to determine next steps for student growth and design best practice units and assessments.	Professional Learning, Academic Support Program	01/02/2017	12/15/2017	\$0	Principal, Instructional Coach, Teachers
Class Data Wall	Teachers will review class data with students and set class goals to motivate students to reach higher achievement.	Professional Learning	01/02/2017	12/15/2017	\$0	Principal, CAO, Teachers
Common Curricula used with students with disabilities	Students with disabilities will receive instruction using the common core curricula in both the regular classroom and resource room.	Academic Support Program	01/02/2017	12/15/2017	\$0	Principal, Special Ed director, special educators
High Yield Instructional Strategies	The principal and instructional coach will share a research-based, high-yield instructional strategy with teachers at each weekly, PLC meeting.	Academic Support Program	01/02/2017	12/15/2017	\$0	Principal, Instructional Coach
<b>Total</b>					<b>\$0</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCI: PDSA (Study/Act)	The district is involved in the Next Generation Network and are working through a two year grant commitment. In doing so, teachers and administrators will study a "problem of practice" district-wide and develop a plan to focus on it. This will be a focus on improving Study/Act process for Tier 1 intervention.	Professional Learning	01/02/2017	12/15/2017	\$0	District Next Generation Network team, teachers
After School Enrichment Clubs	Students are given multiple opportunities to participate in after school interest clubs such as: Lego Club, Engineering Club, Gymnastics, Drumming, Guitar, Arts/Crafts, etc. Scholarships are offered to students unable to afford the clubs.	Extra Curricular	01/02/2017	12/15/2017	\$375	Principal, Dean of Students, Teachers
<b>Total</b>					<b>\$375</b>	

**Comprehensive School Improvement Plan**

Paris Elementary School

**FRYSC**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Partners/Volunteers	Opportunities will be provided to encourage community agencies, business partners, and volunteers to participate in assisting students in areas of need. These will include: Helping Hounds Coaches for mentoring weekly, Truancy diversion meetings monthly, Readifest and Backpack Buddies for students in need of FRYSC resources, Safety Day for 5th grade students, Career Day, YMCA swimming lessons, Hopewell Museum, and Recipes for Reading,	Academic Support Program	01/02/2017	12/15/2017	\$400	Principal, FRYSC, Dean of Students, Teachers
<b>Total</b>					\$400	

**School Council Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Alive	Students will use Social Studies Alive for all students in fifth grade. It is being piloted in this grade to determine if other grades should adopt this curriculum thereafter.	Direct Instruction	01/02/2017	12/15/2017	\$1200	Principal, Teachers
Eureka	Students will be taught using Eureka for their Tier 1 instruction.	Direct Instruction	01/02/2017	12/15/2017	\$3000	Principal, Teachers
<b>Total</b>					\$4200	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2	Students identified as being in the bottom quartile on STAR will be provided with a Tier 2 intervention. These include Dreambox, and Guided Reading at individual levels.	Academic Support Program	01/02/2017	12/15/2017	\$5000	Principal, Teachers
Wit and Wisdom	Students will be taught using the Tier 1 Wit and Wisdom program.	Direct Instruction	01/02/2017	12/15/2017	\$7000	Principal, Teachers
<b>Total</b>					\$12000	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2	Students identified as being in the bottom quartile on STAR will be provided with a Tier 2 intervention. These include Dreambox, and Guided Reading at individual levels.	Academic Support Program	01/02/2017	12/15/2017	\$5000	Principal, Teachers
<b>Total</b>					\$5000	

**Comprehensive School Improvement Plan**

Paris Elementary School

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Goal Setting/Notebooks	Students will track progress on classroom assessments and set new goals for themselves. They will keep student data notebooks to help monitor their progress.	Professional Learning	01/02/2017	12/22/2017	\$300	Principal, CAO, teachers
<b>Total</b>					\$300	

**Grant Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 3	Students in the bottom 15% on the STAR assessment will be provided a second intervention such as a small group intervention like AVMR, LLI, or Just Words.	Academic Support Program	01/02/2017	12/15/2017	\$96000	Principal, RTA teacher, MAF teacher, and Title 1 paraprofessional, Americorp
Family Nights	Opportunities will be provided to have families of students to come to school and learn about how to help their child. These nights include: monthly Spanish Family Nights, monthly Toyotabornlearning Academy Nights, two Math Achievement Fund family nights, Arts Nights, Project Based Learning Showcase Nights, and Transitioning Nights for families from PreK to K and 5th to 6th grade.	Parent Involvement, Academic Support Program	01/02/2017	12/15/2017	\$500	Principal, Spanish coordinator, MAF teacher, teachers
Tier 3	Students in the bottom 15% on the STAR assessment will be provided a second intervention such as a small group intervention like AVMR, LLI, or Just Words.	Academic Support Program	01/02/2017	12/15/2017	\$96000	Principal, RTA teacher, MAF teacher, and Title 1 paraprofessional, Americorp
<b>Total</b>					\$192500	



## **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

Paris 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.	N/A		

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.	N/A	We have school-wide Title 1.	

# Comprehensive School Improvement Plan

Paris Elementary School

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.	N/A	We have school-wide Title 1.	

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.	N/A		

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

Paris Elementary School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Paris Elementary School

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.	N/A		

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:**

By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students to 65.8.

**Measurable Objective 1:**

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient/Distinguished: 25.6 by 06/01/2017 as measured by as measured by the combined proficinecy targets.

**Strategy1:**

Professional Learning Communities - PLCs will be held weekly with teachers of common areas to discuss student data, monitor progress, design appropriate instruction, and to learn about high yield instructional strategies. Teachers will use the PLC protocol, keep minutes, and submit data. The PDSA cycle will be followed.

Category: Professional Learning & Support

Research Cited: Shipley and Dufours

Activity - PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with one another during a common planning weekly to determine next steps for student growth and design best practice units and assessments.	Professional Learning Academic Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - CCI: PDSA (Study/Act)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district is involved in the Next Generation Network and are working through a two year grant commitment. In doing so, teachers and administrators will study a "problem of practice" district-wide and develop a plan to focus on it. This will be a focus on improving Study/Act process for Tier 1 intervention.	Professional Learning	01/02/2017	12/15/2017	\$0 - Other	District Next Generation Network team, teachers

**Strategy2:**

School-wide Systems of Assessment - The school and district's protocol for assessments will be implemented.

Category: Continuous Improvement

Research Cited: Chappuis and Stiggins

# Comprehensive School Improvement Plan

Paris Elementary School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data in PLC's and determine the percentage that reached the proficiency benchmark for all assessments including STAR, classroom unit modules, and they will be shared at the district level three times a year. Teachers will use the data to design instruction. Performance based assessments and rubrics will be used.	Other	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, CAO, Instructional Coach, and Teachers

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessments that will be linked to standards to more efficiently measure student achievement per the standards. Teachers will share their systems for tracking standard progress.	Professional Learning	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Program Review Measurement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will serve on a program review team to assess and document evidence that fits each area for the rubrics in order to meet proficiency for all students.	Career Preparation/Orientation	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Teachers

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

**Goal 1:**

By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students to 65.8.

**Measurable Objective 1:**

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient/Distinguished: 25.6 by 06/01/2017 as measured by as measured by the combined proficinecy targets.

**Strategy1:**

Core Curricula Taught to Fidelity - Teachers will use curricula selected based on research to teach core programs.

Category: Continuous Improvement

Research Cited: Great Minds, EdReports

Activity - Wit and Wisdom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught using the Tier 1 Wit and Wisdom program.	Direct Instruction	01/02/2017	12/15/2017	\$7000 - Title I Part A	Principal, Teachers

# Comprehensive School Improvement Plan

Paris Elementary School

Activity - Social Studies Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Social Studies Alive for all students in fifth grade. It is being piloted in this grade to determine if other grades should adopt this curriculum thereafter.	Direct Instruction	01/02/2017	12/15/2017	\$1200 - School Council Funds	Principal, Teachers

Activity - Writing Across Contents/Anchor Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be expected to write across the contents to evidence their learning. Teachers will use anchor charts to guide the expectations for quality writing. Ex. FAP, etc.	Direct Instruction	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Eureka	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught using Eureka for their Tier 1 instruction.	Direct Instruction	01/02/2017	12/15/2017	\$3000 - School Council Funds	Principal, Teachers

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

**Goal 1:**

By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students to 65.8.

**Measurable Objective 1:**

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient/Distinguished: 25.6 by 06/01/2017 as measured by as measured by the combined proficiency targets.

**Strategy1:**

School-wide Systems of Assessment - The school and district's protocol for assessments will be implemented.

Category: Continuous Improvement

Research Cited: Chappuis and Stiggins

Activity - Program Review Measurement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will serve on a program review team to assess and document evidence that fits each area for the rubrics in order to meet proficiency for all students.	Career Preparation/Orientation	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Teachers

# Comprehensive School Improvement Plan

Paris Elementary School

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessments that will be linked to standards to more efficiently measure student achievement per the standards. Teachers will share their systems for tracking standard progress.	Professional Learning	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data in PLC's and determine the percentage that reached the proficiency benchmark for all assessments including STAR, classroom unit modules, and they will be shared at the district level three times a year. Teachers will use the data to design instruction. Performance based assessments and rubrics will be used.	Other	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, CAO, Instructional Coach, and Teachers

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

### Goal 1:

By 2020, the school will reduce the number of student scoring novice by 50% to 19.43%.

### Measurable Objective 1:

collaborate to demonstrate a reduction of Novice performance by 2.04% to 25.6% by 06/01/2017 as measured by KPREP.

### Strategy1:

Family and Community Engagement - Families will be encouraged to participate in events to help them partner with the school to improve student achievement.

Category: Stakeholder Engagement

Research Cited: Spoth and Redmond

Harvard Family Research Project

Activity - Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities will be provided to have families of students to come to school and learn about how to help their child. These nights include: monthly Spanish Family Nights, monthly Toyotabornlearning Academy Nights, two Math Achievement Fund family nights, Arts Nights, Project Based Learning Showcase Nights, and Transitioning Nights for families from PreK to K and 5th to 6th grade.	Academic Support Program Parent Involvement	01/02/2017	12/15/2017	\$500 - Grant Funds	Principal, Spanish coordinator, MAF teacher, teachers

# Comprehensive School Improvement Plan

Paris Elementary School

Activity - Community Partners/Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities will be provided to encourage community agencies, business partners, and volunteers to participate in assisting students in areas of need. These will include: Helping Hounds Coaches for mentoring weekly, Truancy diversion meetings monthly, Readifest and Backpack Buddies for students in need of FRYSC resources, Safety Day for 5th grade students, Career Day, YMCA swimming lessons, Hopewell Museum, and Recipes for Reading,	Academic Support Program	01/02/2017	12/15/2017	\$400 - FRYSC	Principal, FRYSC, Dean of Students, Teachers

Activity - After School Enrichment Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given multiple opportunities to participate in after school interest clubs such as: Lego Club, Engineering Club, Gymnastics, Drumming, Guitar, Arts/Crafts, etc. Scholarships are offered to students unable to afford the clubs.	Extra Curricular	01/02/2017	12/15/2017	\$375 - Other	Principal, Dean of Students, Teachers

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

### Goal 1:

By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students to 65.8.

### Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient/Distinguished: 25.6 by 06/01/2017 as measured by as measured by the combined proficinecy targets.

### Strategy1:

Core Curricula Taught to Fidelity - Teachers will use curricula selected based on research to teach core programs.

Category: Continuous Improvement

Research Cited: Great Minds, EdReports

Activity - Wit and Wisdom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught using the Tier 1 Wit and Wisdom program.	Direct Instruction	01/02/2017	12/15/2017	\$7000 - Title I Part A	Principal, Teachers

Activity - Eureka	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught using Eureka for their Tier 1 instruction.	Direct Instruction	01/02/2017	12/15/2017	\$3000 - School Council Funds	Principal, Teachers

# Comprehensive School Improvement Plan

Paris Elementary School

Activity - Writing Across Contents/Anchor Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be expected to write across the contents to evidence their learning. Teachers will use anchor charts to guide the expectations for quality writing. Ex. FAP, etc.	Direct Instruction	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Social Studies Alive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Social Studies Alive for all students in fifth grade. It is being piloted in this grade to determine if other grades should adopt this curriculum thereafter.	Direct Instruction	01/02/2017	12/15/2017	\$1200 - School Council Funds	Principal, Teachers

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students in the non-duplicated gap groups to 61.9%

### Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring Proficient/Distinguished: 46.7 by 06/01/2017 as measured by the combined (reading and math) gap targets.

### Strategy1:

Instructional Strategies - Teachers will study Marzano's, Stiggins, Hattie's and other engagement best practices to understand best options for instructional learning needs.

Category: Professional Learning & Support

Research Cited: Marzano, Hattie, and other research based practices

Activity - High Yield Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will share a research-based, high-yield instructional strategy with teachers at each weekly, PLC meeting.	Academic Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach

Activity - Common Curricula used with students with disabilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive instruction using the common core curricula in both the regular classroom and resource room.	Academic Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Special Ed director, special educators

# Comprehensive School Improvement Plan

Paris Elementary School

## Strategy2:

Student Voice/Agency - Students will be provided opportunities to share their input on school improvement areas.

Category: Stakeholder Engagement

Research Cited: Quaglia

Activity - Olweus Bullying Prevention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on research based Olweus Bullying Prevention program. Students will receive weekly lessons on bullying prevention and be given class meeting time to provide feedback.	Behavioral Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Counselor, Teachers

Activity - Student Government	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to be elected to student government to ensure that they have voice for school improvement.	Community Engagement	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Student Government Sponsor

## Strategy3:

Response to Intervention - Students experiencing difficulty in learning as demonstrated by the universal screener, STAR, and also within the classroom will be provided tiers of service based on their needs.

Category: Learning Systems

Research Cited: McCook

Activity - Tier 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the bottom 15% on the STAR assessment will be provided a second intervention such as a small group intervention like AVMR, LLI, or Just Words.	Academic Support Program	01/02/2017	12/15/2017	\$96000 - Grant Funds	Principal, RTA teacher, MAF teacher, and Title 1 paraprofessional, Americorp

Activity - Tier 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as being in the bottom quartile on STAR will be provided with a Tier 2 intervention. These include Dreambox, and Guided Reading at individual levels.	Academic Support Program	01/02/2017	12/15/2017	\$5000 - Title I Part A	Principal, Teachers

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

N/A (this question does not apply)



# Comprehensive School Improvement Plan

Paris Elementary School

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:

By 2019, the school will increase the combined (reading and mathematics) percentage of proficient/distinguished students in the non-duplicated gap groups to 61.9%

### Measurable Objective 1:

demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring Proficient/Distinguished: 46.7 by 06/01/2017 as measured by the combined (reading and math) gap targets.

### Strategy1:

Student Voice/Agency - Students will be provided opportunities to share their input on school improvement areas.

Category: Stakeholder Engagement

Research Cited: Quaglia

Activity - Olweus Bullying Prevention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on research based Olweus Bullying Prevention program. Students will receive weekly lessons on bullying prevention and be given class meeting time to provide feedback.	Behavioral Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Counselor, Teachers

Activity - Student Government	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to be elected to student government to ensure that they have voice for school improvement.	Community Engagement	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Student Government Sponsor

### Goal 2:

By 2020, the school will reduce the number of student scoring novice by 50% to 19.43%.

### Measurable Objective 1:

collaborate to demonstrate a reduction of Novice performance by 2.04% to 25.6% by 06/01/2017 as measured by KPREP.

### Strategy1:

Family and Community Engagement - Families will be encouraged to participate in events to help them partner with the school to improve

SY 2016-2017

# Comprehensive School Improvement Plan

Paris Elementary School

student achievement.

Category: Stakeholder Engagement

Research Cited: Spoth and Redmond

Harvard Family Research Project

Activity - After School Enrichment Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given multiple opportunities to participate in after school interest clubs such as: Lego Club, Engineering Club, Gymnastics, Drumming, Guitar, Arts/Crafts, etc. Scholarships are offered to students unable to afford the clubs.	Extra Curricular	01/02/2017	12/15/2017	\$375 - Other	Principal, Dean of Students, Teachers

## Strategy2:

Deeper Learning - Students will be given multiple opportunities to learn in a nontraditional way including through personalized learning, service learning, and projects. They will collaborate and learn through using 21st century learning skills.

Category: Integrated Methods for Learning

Research Cited: Lenz

Activity - Common Curricula used with students with disabilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will use the common core curricula both in the regular classroom and the resource room.	Academic Support Program	01/02/2017	12/15/2017	\$0 - No Funding Required	Principal, Special Ed director, Special educators

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given multiple opportunities to explore their learning through areas of interest that are meaningful to them. These would include Project Lead the Way science units, Passion Projects, PBL units, and service learning projects.	Academic Support Program	01/02/2017	12/15/2017	\$2100 - District Funding	Principal, Instructional Coach, Teachers

# **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?**

Located in the heart of Paris, Kentucky, Paris Elementary School serves approximately 340 students in Preschool through fifth grade. The entire staff works to create a safe, positive and motivating learning environment for all children. Our lessons are engaging, and our students are challenged each day to improve their skills. This task is performed in the context of today's world as we prepare our diverse population of students to be 21st century learners by implementing technology in the delivery of daily instruction. The principal, faculty and staff are aware that student success depends on supportive parents, professional staff and an involved community working together.

We serve a diverse student population. Approximately 80% of the students at Paris Elementary qualify for a free and reduced lunch rate. We have school-wide Title I services. Fifteen percent of our students are Hispanic and come from Spanish speaking homes. Approximately 25% of our students are African American while the remaining 60% are white. We use STAR 360 to track reading and math progress. We have a system of interventions in place for students that need additional support to reach grade level proficiency. Our teachers are trained in CASL: Classroom Assessment for Learning; therefore, formative assessments are used to drive instruction. Guided Reading and Dreambox are used for Tier 2 instruction for all students. The school offers STLP, the Academic Team, football, cheerleading, basketball, and the running club. After school enrichment classes are offered. Our teachers integrate the use of technology into instruction and each classroom is equipped with several ipads for student use. Weekly guidance lessons are provided and the Family Resource staff offers Backpack Buddies, the Angel Tree, hygiene and clothing support, and works in conjunction with community agencies to provide needed services for families. Monthly parenting sessions are offered to help parents prepare their students for school through the Toyota bornlearning Academy. Weekly parent sessions are provided for our Spanish speaking families to provide help with their unique needs. Several student performances and math nights are held at PES each year.

## **School's Purpose**

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

The district mission is, "Success One by One." At the school, however, it is spelled out a little more specifically. The staff share the view that the mission of our school will provide the following for our students daily:

Preparation

Achievement

Relationships

Individualization

Support

We believe the whole child must be addressed through developmentally appropriate instruction. We use technology, hands-on materials, and inquiry methods to make learning engaging. We incorporate movement into our lessons to meet kinesthetic learning styles. We use CHAMPS classroom management techniques school-wide to have shared expectations of behavior.

The Paris Independent School System recognizes that each child is a unique individual who has different needs, which must be met in order to realize his or her full potential. We further believe that the curriculum offered and the methods of instruction used to present it should be as many and varied as are the needs of the children for whom they are devised. Schools should be warm, happy, and comfortable places that provide each child the opportunity for success every day. Instructional programs provided should be scientifically researched based and motivate, challenge, and develop the whole child academically, physically, emotionally, socially, and morally. The district's overall educational program prepares each child to achieve their full potential and assume the responsibility for life-long learning and becoming responsible, contributing members of our international society.

## 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.**

In 2016 PES became a Proficient, High Progress School. We reduced Novice performance in significant ways overall and also for sub groups. We will continue to use CCI, core curricula, RTI, PLCs, and Guided REading instructional practices to improve.

### Content Scores

	14-15	15-16	+/-
RD	51.7	55.2	+3.5
MA	40.4	58.8	+18.4
LM	52.1	52.3	+0.2
WR	63.3	52.4	-10.9
SS	58.3	48.8	-9.5

### Percent of Proficiency

	14-15	15-16	+/-
RD % P/D	38.9%	43%	+4.1%
MA % P/D	22.9%	44%	+21.1%

### Novice Reduction

	14-15	15-16	+/-
RD %N	35.7%	31%	-4.7%
MA %N	42%	24%	-18%

### Reading Novice Reductions for Sub-Groups

	14-15	15-16	+/-
AA	42%	33%	-9%
Hispanic	44%	38%	-6%
FR/Red.	46%	38%	-8%
Disabilities	78%	31%	-47%
NonDup. Gap	46%	35%	-11%

### Math Novice Reductions for Sub-Groups

	14-15	15-16	+/-
AA	29%	33%	+4%
Hispanic	55%	29%	-26%
FR/Red.	53%	31%	-22%
Disabilities	70%	41%	-29%
NonDup. Gap	51%	29%	-22%





## **Additional Information**

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

none