



# KENTUCKY COMMUNITY SCHOOLS

## Building a **GROUNDWELL**

in partnership with the Prichard Committee

“Insert District Community Schools Vision Here”

*School District*

**School Name Community School Action Plan**

### 1. Population, Desired Results, and Indicators

ALL students

- are physically, mentally, socially and emotionally healthy.
- are equipped to transition and succeed in their chosen pathway.
- live and learn in stable and supportive environments.
- experience robust partnerships between school, family and community.
- succeed academically and elementary students enter Kindergarten ready to learn.

Attendance, Behavior, and Course/Academic Performance are the headline indicators that will be monitored to see if we are achieving the desired results above.

### 2. What is the story behind the curve?

- Top 1-3 Bright Spots and Why (Based on Community, Family, and School Input):
  - *Students with specific and individual needs are provided with resources to meet those needs both academic and daily living.*
    - *Why - strong community support and FRYSC Director*
  - *School is performing at or above state averages in KSA*
    - *Why - strong systems in school, active parental engagement*
  - *School Pride and Community Pride are recognizable in the school community*
    - *Why - Relationship with community, Simpsonville is it's own city*
  - *Current after-school family events and activities are well attended*
    - *Why - active parental engagement, good communication, active FRYSC Director*

- Top 1-3 Areas of Concern and Why (Based on Community, Family, and School Input):
  - According to the Simpsonville FRC Needs Assessment/Studer surveys, there is a need for more after school opportunities (tutoring, math/reading, fitness/nutrition, sports, leadership development, mentoring)
    - Why - no current mechanism to run after school programming at school, need after school sponsors, funding mechanisms
  - Hispanic students scoring lower in academic areas according to KSA data, than non-Hispanic students
    - Why - language barriers, teacher skill set in teaching non-English speakers, or students who are still acquiring English, need better family engagement strategies
  - Communication with Hispanic families
    - Why - even when items are translated, we are showing that items are not read sometimes due to lack of reading skills in native language

Area of Concern #1: After-school opportunities		
Strategy #1: Community Supported After School Activities		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<ul style="list-style-type: none"> <li>• To provide more after school extra curricular offerings</li> <li>• To partner with families and community partners to run programming</li> <li>• To engage students in new curricular and/or extra curricular offerings</li> <li>• To connect students to the Shelby Co. community</li> </ul>	<ul style="list-style-type: none"> <li>• July - August: Secure community partners &amp; sponsors</li> <li>• August - September - family &amp; community communication about offerings and logistics (marketing materials)</li> <li>• August - create scholarship program for families in need</li> </ul>	<ul style="list-style-type: none"> <li>• Angie Oakley - FRYSC</li> <li>• Jordan Pruitt - Overtime Athletics</li> <li>• Louisville Orchestra - Presto! Strings</li> <li>• Parents &amp; staff - have a variety of parents &amp; staff who will sponsor an extra curricular activity</li> </ul>

Area of Concern #2: Hispanic student academic achievement		
Strategy #2: English Learner Academy		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<ul style="list-style-type: none"> <li>• To increase literacy proficiency with EL students</li> <li>• To partner with families of our EL students to bridge the gap between home and school</li> <li>• To partner with families of our EL students to support their needs to increase educational support at home</li> </ul>	<ul style="list-style-type: none"> <li>• August - September - Training for staff in literacy strategies</li> <li>• August - create schedule for family engagement events</li> <li>• All year - monitor academic progress</li> </ul>	<ul style="list-style-type: none"> <li>• Brittany Compston - Instructional Coach</li> <li>• Simpsonville Baptist Church</li> </ul>

Area of Concern #3: Communication with Hispanic families		
Strategy #3: Parent Leadership Institute		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<ul style="list-style-type: none"> <li>• To increase literacy proficiency with EL students</li> <li>• To partner with families of our EL students to bridge the gap between home and school</li> <li>• To partner with families of our EL students to support their needs to increase educational support at home</li> <li>• Support EL Academy</li> </ul>	<ul style="list-style-type: none"> <li>• July - August: Recruit members</li> <li>• August - September - Schedule parent engagement activities</li> <li>• All year - Efficacy building in Institute members</li> </ul>	<ul style="list-style-type: none"> <li>• Yolanda Nickell - EL Instructional Assistant (bi-lingual)</li> <li>• Drew Robinson - Assistant Principal</li> <li>• Laura Beard - CIPL, Prichard</li> <li>• Scott County EL Facilitator</li> </ul>